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ABSTRACT

This course outline is intended to assist the instructor in the development of a curriculum for a long-term care aide program by specifying one component of the curriculum--the objectives. These objectives, or competencies expected as outcomes for student performance on completion of the program, describe the capabilities an individual must demonstrate in order to meet the expectations for an aide working in both non-profit and proprietary long-term care facilities in British Columbia. Introductory material describes the role of the long-term care aide training. The course outline is organized into seven major competency groups or tracks: provide assistance with meals and nutrition, assist in maintaining a safe and clean environment, provide assistance in activities of daily living, communicate with residents and others, work responsibility, handle emergency situations, promote activity and positive mental health and help meet human needs. Each track is then organized into many different skills. The following information is provided for each skill: objective, criteria (basic standards or indicators of acceptable performance of the objective), and learning tasks (knowledge, skills, and attitudes that help the learner to meet the objective). A skill profile chart is appended. (YLB)

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LONG TERM CARE AIDE

Course Outline

Province of British Columbia
MINISTRY OF EDUCATION
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1984

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PROVINCIAL LONG TERM CARE AIDE TRAINING PROGRAM

Role of the Long Term Care Aide:

A trained L.T.C. Aide helps residents in care facilities maintain their maximum independence by providing personal assistance which will vary from minimal help to total care.

The L.T.C. Aide should appreciate the importance of this helping role and exhibit pride and dignity in working with residents and with other members of the health care team.

Goal of Long Term Care Aide Training

The goal of the L.T.C. Aide Program is to prepare a graduate who will be competent and confident in performing specified skills* and who will have a background knowledge at the level of an "informed consumer."

The background knowledge necessary to care for long-term care residents and perform the designated skills will include:

- individual and family growth and development patterns and expectations for all age groups with special emphasis on the elderly
- basic needs
- human body structure and function
- an introduction to the health and social service systems, to relevant government and voluntary agencies, and to workers/professionals.
- an introduction to health problems commonly encountered by the L.T.C. Aide.

The care facilities in which the L.T.C. Aide graduate will be prepared to work on initial employment may include those with:

- residents who are adults and especially the elderly
- residents requiring varying levels of care - personal, intermediate and extended care, and whose health status may be slowly deteriorating, stable, or improving.
- supervision on site

A graduate of this program, while having basic skills, will require experience and possibly specialized training to competently function in facilities where residents have special needs, such as the mentally retarded, the mentally ill or the acutely ill.

(CONT'D)

PROVINCIAL LONG TERM CARE AIDE TRAINING PROGRAM

* The Long Term Care Aide Skills are specified on a Skill Profile Chart. They were discussed and revised with representatives of Community Care Facilities and Associations, and representatives of the Long-Term Care Program during regional meetings held in August 1980.

INTRODUCTION

Background

Requests for educational programs for a worker at the Aide level in the health care field resulted in the development of programs in several colleges throughout British Columbia. The programs varied with respect to purpose, content, length and learning experiences. To prevent further uncoordinated program development with resulting proliferation of types of workers at the Aide level, the Ministry of Education, Science and Technology in April 1979 initiated a project to identify competencies required by a Long Term Care Aide. This project was sponsored and funded jointly by Camosun College and the Ministry.

The objectives of this project were to identify core competencies and skills required by the worker at the Aide level as well as to identify additional competencies and skills required in the specialty areas of Personal/Intermediate/Extended Care. The rationale for identifying core competencies and skills was to facilitate future development of specialized competencies required by workers such as Activity Aides, Psychiatric Aides, should categories of workers be required by health care agencies in the future.

This project resulted in the publication of two Draft Editions (January 1980, June 1980) of "Long-Term Care Aide Competencies."

In February 1983 Cariboo College contracted with the Ministry of Education to review, update and revise this draft document and produce the final Course Outline for Long Term Care Aides.

This document is based on the Skill Profile Chart developed and validated in October 1980 by representatives of Employing Agencies and Educational Institutions, and has been reviewed and endorsed by the Long Term Care Aide Articulation Committee in May 1983 (Appendix).

(It should be noted that core, or common, competencies are not distinguished in this document, but are included in both this and Homemaker outline. For combined programs, these should be easy to correlate).

Purpose

The purpose of this document is to outline the competencies expected as outcomes for student performance on completion of a Long Term Care Aide program. The competency or skill statements, in the form of objectives, describe the capabilities an individual must demonstrate in order to meet the expectations for an Aide working in both non-profit and proprietary long term care facilities in the province.

This Course Outline is intended to assist the instructor in the development of a curriculum by specifying one component of the curriculum - the objectives. Each objective has specifications and these specifications are intended to provide the reader with clear definitions of what is included by stating:

- what is to be done
- under what conditions
- what standards of performance (criteria)
- suggested learning tasks to achieve these objectives

However, the objectives listed in this Course Outline are not listed in the order or sequence in which they are to be taught/learned. There are many suitable ways in which these objectives may be sequenced in planned learning. Individual instructors may have individual preferences and this will be expressed in the complete curriculum developed by an instructor.

Future reviews, revisions and revalidations are anticipated as objectives are never 'cast in stone' and the Ministry of Education welcomes comments and suggestions from those using the document.

Format of Course Outline

This Course Outline is organized into seven major competency groups, or tracks, and they are:

A. PROVIDE ASSISTANCE WITH MEALS AND NUTRITION
B. ASSIST IN MAINTAINING A SAFE AND CLEAN ENVIRONMENT
C. PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING
D. COMMUNICATE WITH RESIDENT AND OTHERS
E. WORK RESPONSIBLY
F. HANDLE EMERGENCY SITUATIONS
G. PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS

and corresponds to one major division (arrow) of the Skill Profile Chart (Appendix).

Each track is then organized into many different skills, corresponding to each 'box' on the Skill Profile Chart.

The specifications for each skill form the basis for planning what is to be taught and for student evaluation.

Each skill on the skill profile chart has been expanded into an objective, criteria and learning tasks. The following information is provided under each of these headings:

Skill:	A task assigned to, or a critical behaviour expected of the learner. When the skill involves providing assistance to residents, the level of assistance may vary from minimal help to total care.
Objective:	A general statement of what the learner must be able to do at the end of the instruction. Particular conditions under which the learner may perform assigned tasks are specified. At all times, the learner will perform under supervision or direction of an appropriate individual.
Criteria:	The basic standards or indicators of acceptable performance of the objective. The basic standards of performance are specified in the agency policy and procedure manuals provided by agencies and training institutions. A list of performance indicators is provided for each objective in this Course Outline; these indicators refer to specific critical steps to be taken when performing a skill. The criteria are intended to be used as a basis for evaluating a student's peformance.
Learning Tasks	Knowledge, skills and attitudes which together help the learner to meet the objective. These statements are not meant to be comprehensive, but are some of the important prerequisite learning tasks which will assist the learner in meeting the objective.

COMMON CRITERIA TO ALL SKILLS

In specifying the skills of the Long Term Care Aide, certain criteria are considered common to every skill. Rather than including these each time, they are listed below as criteria which pertain to all skills and without which no skill may be said to have been successfully performed.

1. Identifies resident accurately, for appropriate care.
2. Ensures resident's understanding of skill to be performed.
3. Ensures resident's consent before carrying out care.
4. Assembles appropriate equipment and checks equipment for safe and proper functioning.
5. Ensures safety of resident and others at all times.
6. Positions resident for comfort, safety, privacy and correct performance of skill.
7. Practises proper body mechanics.
8. Applies principles of medical asepsis.
9. Cleans up and cares for equipment appropriately.
10. Is aware of need to report significant findings appropriately.
11. Encourages resident participation within limits of his/her ability.

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COMPETENCY GROUP A

PROVIDE ASSISTANCE WITH MEALS AND NUTRITION

SKILLS:

A.1 Contribute to a positive mealtime environment

A.2 Assist resident with food selection

A.3 Prepare residents for meals

A.4 Assist with meal service

A.5 Help resident to eat

A.6 Encourage appropriate fluid intake and nutrition

A.7 Serve nourishments and prescribed food supplements

A.8 Assist in maintaining dietary or fluid restrictions

A.9 Observe and record/report food intake

A.10 Assist with meal clean-up

A.11 Demonstrate proper food handling and storage procedures

A.12 Assist the cook

SKILL: A.1 CONTRIBUTE TO A POSITIVE MEALTIME ENVIRONMENT

OBJECTIVE: As part of a team, the learner will assist in maintaining a positive mealtime environment for the resident.

CRITERIA:

1. Provides a clean and pleasant eating area.
2. Respects individual preferences for choice of eating location, diet and companions.
3. Takes simple and direct measures to eliminate or control offensive odours and noises.
4. Presents meal attractively and at appropriate temperature.
5. Provides for the emotional and physical comfort of the resident.
6. Performs tasks in a cooperative manner.

LEARNING TASKS:

1. Discuss environmental factors which affect appetite and nutrition, i.e. locale, atmosphere, odours, companionship, noise levels, etc.
2. Discuss psycho-social factors related to enjoyment and digestion of meals, e.g., emotional significance of meals and mealtime; food as a substitute for love, etc.
3. Identify common dietary variations, e.g., ethnic, etc.
4. Discuss conditions which promote appetite, e.g., colour, texture and aroma of meal, exercise, pre-meal activities, comfort-positioning and hygiene.

A.1 CONT'D

SKILL: A.1 CONTRIBUTE TO A POSITIVE MEALTIME ENVIRONMENT (CONT'D)

5. Demonstrate means of creating positive mealtime environment, e.g., providing privacy or company as directed, eliminating distractions, eliminating odours and excessive noise, changing locale; serving attractive meals at correct temperature, etc.
6. Recall means of performing as a team member (see E.18).

SKILL: A.2 ASSIST RESIDENT WITH FOOD SELECTION

OBJECTIVE: Working as a team member, the learner will assist the resident to choose appropriate foods according to resident's preferences and nutritional requirements, within limitations of dietary department.

CRITERIA:

1. Obtains resident's nutritional requirements and any dietary restrictions from correct source.
2. Advises resident of menu selection.
3. Selects food according to requirements, restrictions and food preferences of individual.

LEARNING TASKS:

1. Describe growth and development as it relates to nutritional needs.
2. Describe structure and function of digestive system.
3. State Canada's Food Guide.
4. Describe essential nutrients.
5. Describe a nutritious general diet.
6. Demonstrate methods of assisting resident to select appropriate foods.
7. Identify cultural/ethnic factors which may affect food selection.
8. Recall common dietary and fluid restrictions (see A.8).

SKILL: A.3 PREPARE RESIDENTS FOR MEALS

OBJECTIVE: Working individually or as a part of a team, the learner will use appropriate procedures to prepare residents for meals.

CRITERIA:

1. Provides assistance with hygiene, toiletting and dressing.
2. Assists resident, as required, to normal eating place.
3. Properly positions individual, protects clothing.
4. Performs tasks in a cooperative manner.

LEARNING TASKS:

1. Demonstrate procedures necessary to prepare residents for meals, e.g., hygiene including dentures, toiletting, positioning, dressing.
2. Identify psychological effects of preparing for meals, e.g., comfort, appetite stimulation.
3. Recall means of performing as a team member (see E.18).

SKILL: A.4 ASSIST WITH MEAL SERVICE

OBJECTIVE: While working as a team member, the learner will assist in serving meals to residents.

CRITERIA:

1. Provides appropriate utensils.
2. Serves meal at right temperature.
3. Encourages resident participation in positioning and setting up of meal within limits of his/her ability.

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques (see A.11).
2. Demonstrate procedures of meal service, e.g., right meal to right resident at right temperature.
3. Identify psychological factors related to meal service, e.g., comfort, appetite stimulation, noise, odours, etc.
4. Recall means of encouraging resident participation in A.D.L. (see C.11).

SKILL: A.5 **HELP RESIDENT TO EAT**

OBJECTIVE: Working as a team member, the learner will assist the resident to consume necessary amounts of food.

CRITERIA:

1. Checks meal for suitability.
2. Prepares food and utensils as necessary.
3. Provides adaptive devices as necessary.
4. Encourages resident to consume necessary amounts of food.
5. Feeds resident as necessary:

   - small amounts
   - order of preference
   - relaxed manner
   - temperature appropriate

6. Facilitates personal hygiene after meal.

LEARNING TASKS:

1. Discuss growth and development as it relates to nutritional needs and feeding ability.
2. Identify factors which may interfere with eating ability, i.e., paralysis, visual loss, contractures, pain, gum disease, ill-fitting dentures, etc.
3. Identify factors which may enhance feeding ability, i.e., positioning, special utensils, assistance, emotional support.
4. Demonstrate feeding procedures for various disabilities.
5. Demonstrate principles of personal hygiene.
6. Discuss psycho-social factors related to meal consumption.
7. Define the terms - hunger, anorexia.

SKILL: A.6 ENCOURAGE APPROPRIATE FLUID INTAKE AND NUTRITION

OBJECTIVE: Working as a team member, the learner will encourage appropriate fluid intake and nutrition in those residents requiring assistance.

CRITERIA:

1. Identifies correctly resident requiring assistance in fluid and nutritional intake.
2. Determines types of food and fluids resident enjoys.
3. Encourages resident understanding of sound nutrition and fluid intake.
4. Supports resident attempts at sound nutrition and fluid intake.
5. Provides food and fluids at regular intervals.
6. Offers a variety of food with different textures according to resident's preferences, nutritional requirements and limitations of dietary department.

LEARNING TASKS:

1. Discuss daily nutritional/fluid needs according to Canada's Food Guide.
2. Describe growth and development as it relates to nutrition and fluid intake.
3. Demonstrate means of encouraging food and/or fluid intake, i.e. variety, textures, freshness, etc.
4. Describe body structure and function as it relates to nutrition and fluid intake.
5. Demonstrate tactful means of persuading resident to maintain adequate food and fluid intake.
6. Define
    - dehydration
    - malnutrition
    - protein
    - fat
    - mineral
    - carbohydrate
    - vitamin
    - nutrient
7. Discuss signs and care implications of dehydration.

SKILL: A.7 SERVE NOURISHMENTS AND PRESCRIBED FOOD SUPPLEMENTS

OBJECTIVE: Working as a team member, the learner will serve nourishments and prescribed food supplements to residents.

CRITERIA:

1. Correctly identifies appropriate nourishment or supplement for resident.
2. Mixes, handles and stores food supplements appropriately.
3. Serves appropriate nourishments and food supplements at prescribed times.

LEARNING TASKS:

1. Identify purpose of nourishments and food supplements, e.g., increased caloric and fluid intake.
2. Describe diabetes, gastric disorders, under- nourishment.
3. Recall common dietary and fluid restrictions (see A.8).
4. Demonstrate proper food handling and storage procedures (see A.11).
5. Demonstrate proper serving procedures.
6. Demonstrate safe handling techniques for nourishments and food supplements.

SKILL: A.8 ASSIST IN MAINTAINING DIETARY OR FLUID RESTRICTIONS

OBJECTIVE: Working as a team member, the learner will assist in maintaining the dietary or fluid restrictions of the resident.

CRITERIA:

1. Correctly identifies resident requiring dietary or fluid restrictions.
2. Informs individual and necessary others about restrictions.
3. Observes meals and snacks for correctness.
4. Offers appropriate alternatives to food selection.
5. Supports resident's attempts to maintain fluid or dietary restrictions.

LEARNING TASKS:

1. Describe body structure and function as it relates to dietary and fluid restrictions.
2. Describe common dietary and fluid restrictions, i.e., sodium, calorie, fat, irritants, fluid quantity, etc.
3. Define: low-salt diet
   - salt-free diet
   - bland diet
   - diabetic diet
   - low-fat diet
   - full-fluid diet
   - clear-fluid diet
   - low-calorie diet
4. Describe signs and care implications of diabetes, obesity, congestive heart failure, gastro- enteritis, etc.
5. Demonstrate means of assisting resident to observe dietary restrictions, i.e., use of alternatives, psychological support.
6. Describe fasting for laboratory procedures.

SKILL: A.9 OBSERVE AND RECORD/REPORT FOOD INTAKE

OBJECTIVE: The learner will record/report food intake of the resident, when appropriate.

CRITERIA:

1. Reports changes in appetite or resident's ability to feed self.
2. Promptly reports and records significant observations of type and amount of food eaten.

LEARNING TASKS:

1. Describe growth and development as it relates to appetite, caloric requirements, food intake.
2. Describe nutrition as it relates to daily food needs.
3. Identify common eating habits and patterns.
4. Describe factors which affect appetite and food intake, e.g., exercise, individual habits, illness, emotions, environment, aesthetics of food, personal preference.
5. Identify factors which may affect accurate observation of food intake, e.g., hiding of food, extra food offered by others.
6. Discuss signs and care implications of anorexia, malnutrition.
7. Demonstrate and recall procedure for recording or reporting significant information (see E.21).

SKILL: A.10 ASSIST WITH MEAL CLEAN-UP

OBJECTIVE: Working as a team member, the learner will clean the kitchen and eating area, and tidy after meals.

CRITERIA:

1. Follows procedures for meal clean-up.

   - removes trays and wipes tables
   - washes dishes as necessary and cleans appliances
   - stores left-over food, as necessary

2. Encourages resident participation.

LEARNING TASKS:

1. Demonstrate usual facility clean-up procedures.
2. Demonstrate sanitary practices as related to clean-up activities, e.g., dishwashing, disposal or storage of left-over food.
3. Identify cleaning products used on different types of cooking utensils.
4. Discuss situations when resident may participate in meal clean-up activities.
5. Recall means of disposing of garbage and refuse (see B.9).

SKILL: A.11 DEMONSTRATE PROPER FOOD HANDLING AND STORAGE PROCEDURES

OBJECTIVE: The learner will consistently handle and store food safely.

CRITERIA:

1. Verifies safety of foods:
   - checks canned goods
   - checks for unusual appearance or smell
   - checks duration of refrigeration
2. Uses appropriate storage methods:
   - refrigeration
   - cupboard
   - freezer
3. Disposes of kitchen waste.

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques, e.g., handwashing, cleaning utensils and work areas, etc.
2. Demonstrate safe food handling techniques.
3. Describe bacteria as it relates to food handling and storage.
4. Describe storage methods and food appropriate to each method, e.g., refrigeration of meats, opened cans, etc.
5. Describe safe storage time and temperatures for common foods.
6. Describe means of identifying unsafe food stuffs, e.g., damaged cans, unusual appearance or smell, unknown storage time.
7. Define - botulism.
8. Describe factors which would contribute to food poisoning.

SKILL: A.12 ASSIST THE COOK

OBJECTIVE: Working as a team member, the learner will assist the cook in a facility.

CRITERIA:

1. Performs kitchen activities as required:

   - prepares food
   - cooks
   - washes dishes

LEARNING TASKS:

1. Demonstrate sanitary food handling techniques, e.g., handwashing, cleaning utensils and work areas, etc.
2. Describe procedures for meal preparation.
3. Describe cooking methods which may alter nutritional value or resident acceptability, e.g., frying, broiling, baking.
4. Describe means of recognizing unsafe food stuffs, e.g., damaged cans, unusual appearance or smell.
5. State union regulations which may affect level of assistance from the L.T.C.A.
6. Recall means of correctly following instructions and directions (see E.10).

COMPETENCY GROUP B

ASSIST IN MAINTAINING A SAFE AND CLEAN ENVIRONMENT

SKILLS:

B.1 Practise medical asepsis

B.2 Assist in cleaning and maintenance activities efficiently

B.3 Promote ventilation, light, humidity and warmth

B.4 Make and straighten beds

B.5 Assist resident in caring, laundering, ironing and mending personal garments

B.6 Use common cleaning appliances and supplies

B.7 Conserve supplies

B.8 Use and store cleaning agents, inflammables, poisons and pesticides, etc. safely

B.9 Dispose of garbage and refuse

B.10 Take appropriate precautions to prevent fire and accidents

B.11 Identify and report hazards to health and safety, including faulty equipment

B.12 Identify special hazards for the physically disabled and the confused and disoriented persons

B.13 Use safety devices, including side rails and restraints

B.14 Arrange own work environment

B.15 Assist resident to tidy and arrange environment for convenience and safety

B.16 Clean floors

B.17 Clean bathrooms

B.18 Control or minimize noise and odours

SKILL: B.1 **PRACTISE MEDICAL ASEPSIS**

OBJECTIVE: While carrying out duties, the learner will practise the techniques of medical asepsis.

CRITERIA:

1. Uses proper handwashing technique.
2. Uses proper work sequencing, e.g., works from clean to dirty areas, top to bottom, far to near.
3. Avoids contact with contaminated articles.
4. Uses antiseptic, disinfecting solution, or cleaning agents, as necessary.

LEARNING TASKS:

1. State principles of medical asepsis.
2. Define sources and transmission modes of micro-organisms.
3. Define
   - pathogenic
   - bacteria
   - virus
   - direct contact
   - indirect contact
   - airborne
4. Identify common requirements for micro-organisms to grow, e.g., food, darkness, moisture, oxygen, warmth.
5. State means of preventing infection.
6. Discuss factors contributing to level of resistance to disease, i.e., natural immunity, acquired immunity, state of health, stress, age, etc.
7. Demonstrate practices which contribute to medical asepsis.
8. Demonstrate procedure for proper handwashing.

B.1 CONT'D

SKILL: B.1 PRACTISE MEDICAL ASEPSIS (CONT'D)

9. Identify high-risk facility situations, e.g., indwelling urinary catheters, burns, incontinence.

10. Discuss factors which may interfere with medical asepsis, e.g., poor staff technique, resident ignorance, etc.

11. Recall means of preventing health hazards (see E.4).

SKILL: B.2 ASSIST IN CLEANING AND MAINTENANCE ACTIVITIES EFFICIENTLY

OBJECTIVE: Working as a team member, the learner will assist in cleaning and maintenance activities.

CRITERIA:

1. Performs cleaning and maintenance according to facility standards.
2. Performs tasks in a cooperative manner.

LEARNING TASKS:

1. Describe the problem-solving process as related to organization of cleaning and maintenance.
2. State general cleaning and maintenance activities in a facility.
3. Describe common facility policies as they relate to cleaning and maintenance.
4. Describe typical job descriptions as they relate to cleaning and maintenance activities.
5. Recall procedures for common cleaning and maintenance activities.
6. Recall means of performing as a team member (see E.18).

SKILL: B.3 PROMOTE VENTILATION, LIGHT, HUMIDITY AND WARMTH

OBJECTIVE: Given a facility environment, the learner will ensure that the environment meets the required level of ventilation, light, humidity and warmth within the limits of his/her control.

CRITERIA:

1. Recognizes indications of inadequate ventilation, light, humidity and warmth.
2. Uses simple and direct methods to improve ventilation, light, humidity and warmth.
3. Reports problems beyond learner's direct control.

LEARNING TASKS:

1. Discuss appropriate levels of ventilation, light, humidity and warmth.
2. Demonstrate methods of altering ventilation, light, humidity and warmth, e.g., opening windows, adjusting lights, drapes, room humidifiers, etc.
3. Describe factors which affect the resident's response to ventilation, light, humidity, warmth, i.e. fever, illness, age, habit, emotional state.
4. Recall procedure for documenting maintenance problems (see E.21).

SKILL: B.4 MAKE AND STRAIGHTEN BEDS

OBJECTIVE: The learner will make occupied and unoccupied beds.

CRITERIA:

1. Assesses linen needs accurately.
2. Applies bottom linen snugly and wrinkle free.
3. Applies top linen as required for intended use, comfort and aesthetics.
4. Handles and sorts dirty and clean linen appropriately.

LEARNING TASKS:

1. Demonstrate bed making procedure, e.g. occupied and unoccupied bed.
2. Define linen needs.
3. Describe types of beds and mattresses found in facilities, i.e., water, alternating pressure, egg-carton, etc.
4. Demonstrate principles of asepsis related to bedmaking, e.g., handling and disposing of sorted linen.
5. Demonstrate principles of body mechanics related to bedmaking.
6. Discuss effects of bedmaking as it relates to resident's needs for comfort, aesthetics, etc.
7. Discuss situations requiring the need for occupied bedmaking.
8. Demonstrate means of promoting resident involvement in making of own bed.
9. Discuss factors influencing use of linen, e.g., laundry costs.

SKILL: B.5 ASSIST RESIDENT IN CARING, LAUNDERING, IRONING AND MENDING OF PERSONAL GARMENTS

OBJECTIVE: The learner will assist the resident in selecting and carrying out appropriate clothing care technique, e.g., washing, ironing, mending, within the limits of his/her ability.

CRITERIA:

1. Identifies requirements for clothing care.
2. Sorts clothing for washing or dry cleaning.
3. Rinses and pre-soaks heavily soiled items.
4. Mends clothes, as necessary.
5. Labels resident's personal garments appropriately.
6. Selects and uses ironing techniques appropriately.
7. Encourages resident participation within limits of his/her ability.

LEARNING TASKS:

1. State sanitary practices as it relates to clothing care.
2. Demonstrate laundry procedures, e.g., sorting of clothing for wash or dry clean, labelling, repairing as necessary.
3. Define common laundry symbols and colours, e.g., red, yellow, green.
4. Discuss clothing care alternatives and uses, e.g., dry cleaning, handwashing, various washing machine cycles, etc.
5. Identify common stain removal techniques, e.g., cold water soak, enzyme products, borax, bleach, etc.

B.5 CONT'D

SKILL: B.5 ASSIST RESIDENT IN CARING, LAUNDERING, IRONING AND MENDING OF PERSONAL GARMENTS (CONT'D)

6. Discuss the selection and use of common laundry appliances, e.g., washers, dryers and clothing racks, and ironing techniques.
7. Demonstrate handling and storage techniques for clothing.
8. Discuss problems encountered when garments are not labelled, i.e., lost, items on non-owners, upset families.
9. Demonstrate tactful means of assisting resident with personal laundry and of encouraging resident's participation (see D.8).

SKILL: B.6 USE COMMON CLEANING APPLIANCES AND SUPPLIES

OBJECTIVE: The learner will select and use facility cleaning appliances and supplies which are appropriate for the task undertaken.

CRITERIA:

1. Selects appropriate cleaning appliances and supplies for task.
2. Uses appliances and supplies according to given instructions.
3. Stores appliances and supplies appropriately.
4. Protects self, others and environment against contamination or injury.
5. Attends to malfunctioning appliances and/or supply problems promptly.

LEARNING TASKS:

1. Describe common facility cleaning supplies and uses.
2. Describe common facility cleaning appliances and uses.
3. Identify factors which may interfere with safe appliance use, e.g., frayed electrical cords, lack of operating instructions.
4. Identify factors which may interfere with safe use of cleaning supplies, e.g., ignorance of supply action, incorrect mixing, lack of directions.
5. Discuss means of protecting self, others, and environment against contamination and injury, i.e., rubber gloves, well-ventilated room, safety signs.
6. Demonstrate safe storage of common cleaning appliances and supplies.

B.6 CONT'D

SKILL: B.6 USE COMMON CLEANING APPLIANCES AND SUPPLIES (CONT'D)

7. Demonstrate procedures for use of common cleaning supplies and appliances.

8. Recall procedure for reporting malfunctioning appliances and supply shortages (see E.21).

SKILL: B.7 CONSERVE SUPPLIES

OBJECTIVE: In all course-related and work areas, the learner will use supplies appropriately and without waste.

CRITERIA:

1. Uses supplies for intended purposes only.
2. Uses appropriate quantity of supplies for task.
3. Handles and stores supplies appropriately.

LEARNING TASKS:

1. Identify necessary supplies for common tasks.
2. Demonstrate appropriate use of supplies for common tasks.
3. Describe several supplies suitable for usual tasks.
4. Compare costs of similar common supplies.

SKILL: B.8 USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc. SAFELY

OBJECTIVE: The learner will safely use and store cleaning agents inflammables, poisons and pesticides in the facility.

CRITERIA:

1. Correctly identifies common hazardous products, i.e., poisons, corrosives, pesticides, etc.
2. Selects appropriate product for the task.
3. Consistently follows safety precautions in use of supplies, including inflammables, poisons and pesticides:

   - uses rubber gloves
   - ventilates room
4. Consistently follows safety precautions in storage of supplies, including inflammables, poisons and pecticides:

   - locks cupboards
   - uses tight containers
   - labels containers
5. Attends to hazards promptly.
6. Follows facility procedure for accidental poisoning.

LEARNING TASKS:

1. Identify symbols indicating hazardous products.
2. State common cleaning agents, inflammables, poisons and pesticides found in a facility.
3. Identify factors which may interfere with safe use of supplies, i.e., ignorance of supply action, incorrect mixing, lack of directions.

B.8 CONT'D

SKILL: B.8 USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc. SAFELY (CONT'D)

4. Demonstrate means of protecting self, others and environment against contamination, i.e., rubber gloves, well-ventilated room.
5. Demonstrate appropriate storage of hazardous products, i.e., locked cupboards, tight containers.
6. State means of attending to hazards associated with cleaning agents, inflammables, poisons and pesticides, e.g., pull plug, open window, report malfunction.
7. Demonstrate action to take in case of poisoning.
8. Discuss community agencies responsible for enforcing health and safety hazards.

SKILL: B.9 DISPOSE OF GARBAGE AND REFUSE

OBJECTIVE: In all work related areas, the learner will dispose of garbage and refuse following sanitary procedures and proper garbage disposal method.

CRITERIA:

1. Disposes of garbage and refuse appropriately:

   - uses plastic bag for wet supplies
   - sorts glass and hazardous products
   - covers containers with food waste

2. Handles and cleans containers appropriately.

LEARNING TASKS:

1. Demonstrate sanitary procedures as related to garbage disposal (see B.1).

2. Demonstrate usual methods for disposal, e.g., sorting glass and razor blades, plastic bags for wet supplies.

3. Demonstrate care for refuse containers and disposal equipment.

4. Discuss possible effects of not disposing of garbage appropriately, e.g., odour, injury to staff, displeasing environment, etc.

SKILL: B.10 TAKE APPROPRIATE PRECAUTIONS TO PREVENT FIRE AND ACCIDENTS

OBJECTIVE: In both the LTC facility and the College facilities, the learner will follow procedures to prevent fire and accidents.

CRITERIA:

1. Recognizes possible causes of fire and accidents.
2. Informs resident of means to reduce risk of fire and accident.
3. Takes action to remove possible causes of fire and accidents.
4. Uses precautions during oxygen administration:

   - posts appropriate signs
   - uses electrical equipment prudently
   - avoids use of static creating material

LEARNING TASKS:

1. Define principles of fire and accident prevention.
2. Describe necessary ingredients for fire, e.g., fuel, heat, oxygen.
3. Discuss common causes of fire and accidents, e.g., smoking, overloaded electrical circuits, unsafe stairs, wet floors, carelessness, poisoning, etc.
4. Demonstrate means of eliminating common causes of fire and accidents, e.g., supervision, education, removal of possible causes.
5. Discuss teaching of resident and his family, necessary to reduce risk of fire and accidents.
6. Demonstrate precautions during oxygen administration, e.g., smoking, signs, use of electrical equipment and static creating material.

SKILL: B.11 IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT

OBJECTIVE: The learner will recognize and promptly report unsafe conditions in both the College and LTC facility.

CRITERIA:

1. Identifies situations hazardous to health and safety, e.g., poor storage practices, dark stairwells, etc.
2. Identifies correctly common hazardous products, i.e., poisons, corrosives, flammable materials, etc.
3. Recognizes common pests, e.g., insects, rodents, etc.
4. Identifies faulty equipment, i.e., frayed electrical cord, unusual odours, etc.
5. Reports findings promptly.

LEARNING TASKS:

1. Describe hazards to health and safety, e.g., structural, furnishings, materials, pests, etc.
2. Recall means of dealing with hazardous products, e.g., correct storage, labelling, etc. (see B.8).
3. Recall symbols indicating hazardous products (see B.8).
4. Identify common pests, e.g., fleas, ants, bedbugs, moths, cockroaches, flies, ticks, rats, mice, etc.
5. Discuss means of dealing with pests, e.g., cleanliness, window screens, insecticides, vacuuming, mouse traps.

B.11 CONT'D

SKILL: B.11 IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT (CONT'D)

6. Discuss means of identifying faulty equipment - sparks, frayed cords, unusual odours, etc.
7. Identify community agencies responsible for enforcing health and safety hazards.
8. Recall procedure for reporting hazards (see E.21).
9. Discuss possible effects of not reporting health and safety hazards.

SKILL: B.12 IDENTIFY SPECIAL HAZARDS FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS

OBJECTIVE: As part of a team, the learner will assist in maintaining a safe environment for the physically disabled, the confused and/or the disoriented person.

CRITERIA:

1. Identifies safety needs of the physically and mentally disabled.
2. Identifies potentially unsafe situations.
3. Takes action promptly to meet safety needs:
    - provides supervision, as required
    - uses restraints, lap-belts, etc., as directed
    - stores hazardous equipment/supplies appropriately
4. Provides care in a cooperative manner.

LEARNING TASKS:

1. Discuss growth and development as it relates to environmental safety.
2. Identify effects of common handicaps, e.g., vision, hearing, mobility, sensory and intellectual impairment, on ability to meet need for safety.
3. Describe residents with special needs.
4. Describe potential environmental hazards for the disabled, confused and disoriented resident.
5. Discuss effects of confusion and disorientation on the resident.
6. Demonstrate means of protecting resident with special needs from environmental hazards, e.g., supervision, restraints, safe storage of hazardous equipment/supplies, large lettered signs, lap-belts.

B.12 CONT'D

SKILL: B.12 IDENTIFY SPECIAL HAZARDS FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS (CONT'D)

7. Discuss safety devices which increase environmental safety, e.g., siderails.
8. Identify areas where added caution is required due to special needs, e.g., hot water bottles.
9. Recall means of performing as a team member (see E.18).

SKILL: B.13 USE SAFETY DEVICES, INCLUDING SIDE RAILS AND RESTRAINTS

OBJECTIVE: Given common safety devices found in a facility, the learner will use the safety devices, as directed.

CRITERIA:

1. Applies personal safety devices comfortably and securely and according to directions.
2. Uses environment safety devices properly, e.g., side rails, safety bars.
3. Checks resident frequently for comfort and safety.
4. Informs resident and visitors regarding need for and use of safety devices.
5. Reports resistance or refusal by resident.
6. Reports defective devices promptly.

LEARNING TASKS:

1. Demonstrate procedures for use of common safety devices, e.g., restraints, lap belts.
2. Discuss the use of safety devices which increase environmental safety, e.g., side rails.
3. Discuss possible hazards associated with infrequent observations of safety devices, e.g., choking, falling.
4. Discuss legal/ethical issues relating to use of safety devices.
5. Demonstrate tactful means of assisting resident, family and visitors to recognize need for safety device (see D.8).
6. Recall procedure for reporting problems (see E.21).

SKILL: B.14 ARRANGE OWN WORK ENVIRONMENT

OBJECTIVE: Given a work environment, the learner will arrange own work environment for safety, convenience and efficient skill performance.

CRITERIA:

1. Places work space close to resident when performing personal care.
2. Places supplies in orderly fashion.
3. Cleans up area following skill performance.
4. Replaces equipment and supplies after use.

LEARNING TASKS:

1. Discuss reasons for arranging work environment effectively, e.g., convenience, safety, ease of skill performance.
2. Demonstrate means of effectively arranging work environment, e.g., placing work space close to resident, placing supplies in orderly fashion, cleaning up spills or work area after skill performance, etc.
3. Describe equipment and supplies required for routine tasks and their location.
4. Demonstrate proper body mechanics when arranging work environment and performing tasks.

SKILL: B.15 ASSIST RESIDENT TO TIDY AND ARRANGE ENVIRONMENT FOR CONVENIENCE AND SAFETY

OBJECTIVE: The learner will assist the resident, within limitations of his/her ability to maintain a tidy, convenient and safe environment in his/her room.

CRITERIA:

1. Respects resident's need for personal space.
2. Encourages resident's participation in arranging and tidying room, within limits of his/her ability.
3. Removes or discards unused supplies, equipment, linen or other material.
4. Assists resident to care for plants and flowers.
5. Tidies furniture and rugs.

LEARNING TASKS:

1. Describe basic human needs as they relate to personal space, e.g., privacy, independence.
2. Discuss use of personal items as they relate to need for emotional security.
3. Discuss means by which furnishings may contribute to convenience and safety, i.e., solid, skid-proof, non-obstructing.
4. Identify hazards related to furnishings, e.g., scatter rugs, clutter, etc.
5. Demonstrate means of assisting resident in achieving a safe, convenient and comfortable environment, e.g., discard unused supplies, care for plants and flowers, attend to clothing, arrange furniture, promote use of resident's personal items, i.e., pillows.

B.15 CONT'D

SKILL: B.15 ASSIST RESIDENT TO TIDY AND ARRANGE ENVIRONMENT FOR CONVENIENCE AND SAFETY (CONT'D)

6. Demonstrate procedures for tidying and disposing of unused items.

7. Recall means of encouraging resident's participation in A.D.L. (see C.11).

8. Discuss factors which may impede resident's ability to tidy own environment, e.g., depression, chronic illness, etc.

SKILL: B.16 CLEAN FLOORS

OBJECTIVE: As a team member, the learner will sweep, vacuum and wash floors when directed.

CRITERIA:

1. Recognizes need for cleaning.
2. Takes action promptly.
3. Follows facility procedure for sweeping, washing and vacuuming floors.
4. Performs tasks in a cooperative manner.

LEARNING TASKS:

1. Discuss principles of medical asepsis as they relate to cleaning floors.
2. Describe usual methods and necessary supplies for sweeping, vacuuming and washing floors.
3. Demonstrate procedure for sweeping, washing and vacuuming floors.
4. Demonstrate body mechanics as it relates to cleaning floors.
5. Discuss special problems related to floor cleaning, e.g., spills, burns.
6. Describe problems which may result from not taking prompt action, i.e., falls, displeasing environment.
7. Recall means of performing as a team member (see E.18).
8. Recall common facility policies as related to cleaning and maintenance policies (see B.6).

SKILL: B.17 CLEAN BATHROOMS

OBJECTIVE: The learner will clean bathrooms as directed.

CRITERIA:

1. Recognizes need for cleaning.
2. Selects and uses appropriate cleaning products.
3. Cleans bathroom appropriately: sink, tub, toilet, floors, mirrors, tiles, etc.
4. Disposes of refuse according to facility policy.
5. Reports faulty equipment, e.g., toilet, plugged sink, etc.

LEARNING TASKS:

1. Describe principles and policies of facility cleaning and maintenance (daily, weekly and monthly plans).
2. Describe common bathroom cleaning supplies.
3. Demonstrate procedures for bathroom cleaning, i.e., sink, tub, toilet, floors, mirrors, tiles.
4. Demonstrate usual methods for refuse disposal (see B.9).
5. Discuss factors contributing to a safe bathroom environment, e.g., rubber tub mats, safety bars, appropriate water temperature, non-skid bath mat, etc.
6. Recall procedure for reporting faulty equipment (see E.21).

SKILL: B.18 CONTROL OR MINIMIZE NOISE AND ODOURS

OBJECTIVE: The learner will take simple and direct measures to reduce or minimize noise and odours in the facility, in order that a comfortable environment is maintained for all.

CRITERIA:

1. Identifies unpleasant noises or odours.
2. Takes measures to reduce odours:
    - removes garbage
    - cleans equipment
    - empties bedpans, urinals, commodes
    - uses room deodorizers
3. Takes measures to reduce noise:
    - lowers radio/T.V. volume
    - closes doors
    - avoids excessive talking and laughing
4. Reports uncontrollable noise or odour appropriately.

LEARNING TASKS:

1. Identify causes of odours, e.g., cooking, toilet areas, cleaning supplies, urinals, refuse.
2. Demonstrate means of controlling odour, e.g., closing doors, appropriate disposal of refuse, room deodorizers, cleanliness, emptying and cleaning of bedpans, urinals, commodes, etc.
3. Describe medical asepsis as it relates to control of odours.
4. Identify causes of noise, e.g., activity areas, excessive laughing and talking.

B.18 CONT'D

SKILL: B.18 CONTROL OR MINIMIZE NOISE AND ODOURS (CONT'D)

5. Demonstrate means of controlling noise, e.g., lowered radio/T.V. volume, closing doors, staff noise levels, etc.
6. Describe factors which may affect resident's response to noise and odours, e.g., loneliness, emotional state, illness, amplification of background noise by hearing aid, etc.

COMPETENCY GROUP C

PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING

SKILLS:

C.1 Describe common problems in children and adults leading to a need for assistance with A.D.L.

C.2 Assist resident with personal grooming, e.g., hair, shaving, dressing

C.3 Assist resident with oral hygiene, including dentures

C.4 Assist resident to bathe, e.g., tub, shower

C.5 Give complete bed bath

C.6 Assist with baths requiring special equipment, e.g., special tub

C.7 Provide perineal and catheter care for cleanliness

C.8 Provide care to maintain healthy skin

C.9 Assist with care of feet and nails

C.10 Use bed accessories and other equipment for comfort

C.11 Encourage functional movements for A.D.L.

C.12 Use correct lifting and transfer techniques

C.13 Provide assistance in positioning resident in bed or chair

C.14 Assist resident to walk, sit or stand

C.15 Assist with the use of walking devices and wheelchairs

C.16 Use mechanical patient lifts

C.17 Transport resident by wheelchair or stretcher

C.18 Use natural aids to promote comfort, relaxation and sleep, including back-rubs

CONT'D

COMPETENCY GROUP C

PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING

SKILLS: (CONT'D)

C.19	Assist resident who is responsible for own prosthesis
C.20	Assist resident with toiletting, e.g., bedpans, urinals, commodes
C.21	Participate in bowel and bladder re-training programs
C.22	Test urine for diabetics
C.23	Insert rectal suppositories
C.24	Give enemas
C.25	Assist in the collection of urine and stool specimens
C.26	Measure and record intake and output
C.27	Measure and record height and weight
C.28	Take and record temperatures: oral, rectal and axilla
C.29	Take and record pulse rate
C.30	Take and record respirations
C.31	Care for the deceased resident and his environment

SKILL: C.1 DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L.

OBJECTIVE: At the level of the informed consumer, the learner will describe common problems in children and adults leading to a need for assistance with A.D.L.

CRITERIA:

1. Recognizes individuals needing assistance with A.D.L.
2. Each College determines criteria for succesful completion of written exams.

LEARNING TASKS:

1. Define "informed consumer".
2. Describe activities of daily living.
3. Discuss common human needs as related to performing A.D.L.
4. Describe common problems affecting ability to perform A.D.L. as related to need for survival, e.g.:
    a. nutrition needs: diabetes, celiac disease, dental disease, etc.
    b. oxygen needs: stroke, heart attack, bronchitis, asthma, emphysema, etc.
    c. mobility needs: hemiplegia, Parkinson's disease, multiple sclerosis, etc.
    d. elimination needs: incontinence, stoma, etc.
5. Describe common problems affecting ability to perform A.D.L. as related to need for protection, e.g., epilepsy, blindness, deafness, mental handicap, alcoholism, chronic brain syndrome, aphasia, abuse and neglect, etc.

C.1 CONT'D

SKILL: C.1 DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L. (CONT'D)

6. Describe common problems affecting ability to perform A.D.L. as related to need for stimulation, e.g, mental and physical handicap, spasticity, attitude of society, hearing loss, vision loss.

7. Describe common problems affecting ability to perform A.D.L. as related to love and belonging, e.g., dysfunctional families, depression, etc.

8. Describe common problems affecting ability to perform A.D.L. as related to esteem and achievement, e.g., mental retardation, drug and alcohol abuse, etc.

9. Describe malignant disease as it relates to individual's ability to perform A.D.L.

10. Describe communicable diseases such as hepatitis, venereal disease and tuberculosis as it relates to individual's ability to perform A.D.L.

11. Discuss common attitudes of society toward the mentally and physically handicapped and the elderly.

SKILL: C.2 ASSIST RESIDENT WITH PERSONAL GROOMING, e.g., HAIR, SHAVING, DRESSING

OBJECTIVE: Working alone or as a team member, the learner will assist the resident, within limits of his/her ability, to be appropriately groomed.

CRITERIA:

1. Recognizes resident with need for assistance.
2. Assists resident to dress, as required:

   - starts with weak side, when appropriate
   - encourages resident to choose garments
3. Assists resident to shave, as required: electric and safety razor.
4. Asssits resident with hair care as appropriate, i.e., comb, brush, shampoo.
5. Applies cosmetics as appropriate.
6. Reports significant observations of skin and scalp.

LEARNING TASKS:

1. State common personal grooming and practices.
2. Demonstrate tactful means of offering assistance while encouraging independence (see D.8).
3. Demonstrate procedure for dressing resident, shaving and hair care.
4. Discuss procedure for facial shave (electric and safety).
5. Discuss situations when the female individual may be shaved.
6. Demonstrate procedure for hair care, e.g. comb, brush, shampoo.

C.2 CONT'D

SKILL: C.2 ASSIST RESIDENT WITH PERSONAL GROOMING, e.g., HAIR, SHAVING, DRESSING (CONT'D)

7. Identify factors which may affect grooming, e.g., emotions, illness, poor vision, age, depression.
8. Discuss psychological benefits of applying cosmetics.
9. Discuss common skin and scalp conditions, e.g., dandruff, dryness, etc.
10. Recall means of reporting and recording significant observations (see E.21).

SKILL: C.3 ASSIST RESIDENT WITH ORAL HYGIENE, INCLUDING DENTURES

OBJECTIVE: The learner will assist the resident, within limits of his/her ability, with oral hygiene.

CRITERIA:

1. Recognizes resident with need for assistance.
2. Selects appropriate type of mouth care, i.e., swabs, toothbrush.
3. Assists resident to cleanse mouth and teeth, as necessary and according to preferences of resident.
4. Cares for dentures appropriately and according to preferences of resident.
5. Reports any significant changes in condition of mouth.

LEARNING TASKS:

1. Define oral hygiene.
2. Discuss indications for oral hygiene, e.g., foul breath, coated tongue.
3. Demonstrate procedures for oral hygiene.
4. Demonstrate procedure for denture care.
5. Describe factors contributing to difficulties with performing oral hygiene, i.e. sore mouth, gum disease, emotions, dental caries, lack of knowledge, poor health habits, etc.
6. Recall means of encouraging resident independence in A.D.L. (see C.10).
7. Discuss care implications for resident with special oral care needs, i.e., special mouth care, bland diet, minced diet, etc.
8. Recall means of reporting/recording significant observations (see E. 19).

SKILL: C.4 ASSIST RESIDENT TO BATHE, e.g., TUB, SHOWER

OBJECTIVE: The learner will assist the resident to bathe within the limits of his/her ability

CRITERIA:

1. Recognizes need for assistance.
2. Selects appropriate type of bath.
3. Provides privacy.
4. Places bath supplies in orderly fashion.
5. Ensures water and room are at appropriate temperature.
6. Bathes resident in appropriate sequence.
7. Observes skin condition and documents significant observations.

LEARNING TASKS:

1. State cleanliness needs for residents.
2. Demonstrate procedures for types of baths, e.g., sponge, tub, shower.
3. Demonstrate procedures for:

   - partial bath
   - complete bath
   - bed bath
   - morning care
4. Demonstrate body mechanics related to assistance with bathing.
5. Discuss commonly used bath products, e.g., soaps, oils, creams, deodorants.
6. Demonstrate environmental preparations for bathing, e.g., water and room temperature, privacy, supplies, work space.

C.4 CONT'D

SKILL: C.4 ASSIST RESIDENT TO BATHE, e.g., TUB, SHOWER (CONT'D)

7. Demonstrate safety precautions related to bathing.
8. Discuss factors which may affect a resident's ability or willingness to bathe, e.g., illness, chronic conditions, emotions, age, handicaps, modesty, habit.
9. Demonstrate tactful means of assisting individual with bathing and/or encouraging individual to bath or assist with own bath (see D.8).
10. Describe common skin characteristics, e.g., colour, temperature, turgor, integrity.
11. Recall procedure for documenting significant observations (see E.19).

SKILL: C.5 GIVE COMPLETE BED BATH

OBJECTIVE: The learner will completely bathe the resident, as directed.

CRITERIA:

1. Provides privacy.
2. Ensures water and room are at appropriate temperature.
3. Arranges supplies in orderly manner.
4. Bathes resident in appropriate sequence.
5. Provides special care as required to skin, mouth, hair and nails, as directed.
6. Promotes exercise as tolerated.
7. Dresses and repositions resident.

LEARNING TASKS:

1. Define complete bed bath.
2. Discuss implications for complete bed bath, i.e. paralysis, stroke, illness, age, etc.
3. State principles of medical asepsis relating to bathing.
4. Demonstrate proper body mechanics when giving complete bed bath.
5. Demonstrate safety factors related to complete bed bath.
6. Demonstrate procedure for complete bed bath.
7. Demonstrate environmental preparation for bath.
8. Demonstrate procedures for special mouth, skin, hair and nail care (see C.3, C.8 and C.9).

C.5 CONT'D

SKILL: C.5 GIVE COMPLETE BED BATH (CONT'D)

9. Demonstrate means of encouraging the resident to exercise during complete bed bath (see C.10).
10. Demonstrate procedure for dressing resident (see C.2).
11. Demonstrate procedure for positioning (see C.12).

SKILL: C.6 ASSIST WITH BATHS REQUIRING SPECIAL EQUIPMENT, e.g., SPECIAL TUB

OBJECTIVE: The learner will bathe the resident in tubs requiring special equipment.

CRITERIA:

1. Considers the emotional security of the resident.
2. Prepares resident and environment:
   - provides privacy
   - ensures room and water are at appropriate temperature
3. Adjusts equipment safely.
4. Transfers resident into and out of bath according to instructions.
5. Assists resident to bathe, as necessary.

LEARNING TASKS:

1. Define baths requiring special equipment, e.g., century tub, jacuzzi tub, etc.
2. Discuss features of special tubs, e.g., automatic lifts, whirlpool, etc.
3. Discuss resident indications for bathing in special tubs, e.g., paralysis, contractures, arthritis, etc.
4. Demonstrate procedure for bathing in tubs requiring special equipment.
5. Demonstrate operation of special bathing equipment.
6. Point out safety features of special bathing equipment.

C.6 CONT'D

SKILL: C.6 ASSIST WITH BATHS REQUIRING SPECIAL EQUIPMENT, e.g., SPECIAL TUB (CONT'D)

7. Demonstrate environmental and resident precautions as related to baths with special equipment, e.g., adequate explanation, adequate space, warmth, privacy, etc.
8. Recall procedures for organizing own work environment (see B.14).
9. Recall means of encouraging resident independence when performing A.D.L. (see C.11)

SKILL: C.7 PROVIDE PERINEAL AND CATHETER CARE FOR CLEANLINESS

OBJECTIVE: The learner will ensure the perineal and catheter areas of the resident are cleansed.

CRITERIA:

1. Recognises resident with need for assistance.
2. Prepares resident and environment:

   - provides privacy
   - remains non-judgmental

3. Cleanses perineum and catheter areas according to procedure.
4. Observes condition of perineum.
5. Observes sanitary practices when cleansing perineum and emptying urinary drainage system.
6. Observes catheter for correct functioning.

LEARNING TASKS:

1. Discuss medical asepsis as it relates to perineal and catheter care.
2. Discuss resident and environmental preparation as it relates to perineal and catheter care, e.g., privacy, non-judgmental attitude, etc.
3. Demonstrate procedures for performing perineal care.
4. Define: foley catheter, condom drainage, urinary meatus, perineum.
5. Identify factors which may interfere with perineal and catheter care, e.g., modesty, incontinence, obesity.
6. State proper functioning of closed urinary drainage system.
7. Demonstrate procedure for care of closed and open urinary drainage system.
8. Discuss care of urine bypassing catheter.

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SKILL: C.8 PROVIDE CARE TO MAINTAIN HEALTHY SKIN

OBJECTIVE: Working as a team member, the learner will provide care to maintain healthy skin of the resident.

CRITERIA:

1. Assesses skin condition through direct observation, touch and presence of pain.
2. Reports skin changes and potential skin problems, e.g., colour, rashes, pressure sores.
3. Provides skin hygiene, as required, e.g., sponging, bathing, etc.
4. Maintains sanitary practices when applying lotions and creams.
5. Turns and repositions resident according to individual need and facility policy.
6. Provides pressure care as required, e.g., heat lamp, special padding, special mattress.

LEARNING TASKS:

1. Describe structure and function of skin.
2. Discuss growth and development as it relates to skin changes.
3. Describe the skin of an elderly person.
4. Describe common skin characteristics, e.g., colour, temperature, turgor, integrity.
5. Demonstrate means of assessing skin condition, e.g., direct observation, touch, presence of pain.
6. Describe factors which may interfere with accurate assessment of skin changes, e.g., lighting, cosmetics, resident pigmentation, clothing, contractures preventing full visibility.

C.8 CONT'D

SKILL: C.8 PROVIDE CARE TO MAINTAIN HEALTHY SKIN (CONT'D)

7. Define:
   cyanosis
   excoriation
   anemia
   decubitus ulcer
   jaundice
   turgor
   allergy
   edema
   rash
   inflammation

8. Describe factors which may affect skin health, e.g., incontinence, skin diseases, trauma, burns, pressure, poor nutrition, poor circulation, irritation, allergies, etc.

9. Demonstrate procedures to maintain skin health, e.g., positioning, skin care, good hygiene, turning, lotion and cream, massage.

10. Identify areas of the body prone to skin breakdown, e.g., bony prominences.

11. Describe signs and care implications of pressure areas, rashes, changes in hydration, poor tugor, cyanosis, edema, decubitus ulcer.

12. Discuss procedure for applying lotion and creams.

13. Discuss massage and re-positioning.

14. Demonstrate procedures for care of pressure areas.

SKILL: C.9 ASSIST WITH CARE OF FEET AND NAILS

OBJECTIVE: The learner will ensure the feet and nails of the resident are cared for.

CRITERIA:

1. Recognizes resident with need for assistance.
2. Provides appropriate hygiene, e.g., foot soaks, powder.
3. Trims nails according to facility policy.
4. Applies lotion/cream as required.
5. Recognizes and reports need for assistance, e.g., podiatrist.

LEARNING TASKS:

1. Discuss structure and function of feet and nails.
2. Discuss growth and development as it relates to nail changes.
3. Demonstrate foot and nail care procedures.
4. Demonstrate safety factors of foot and nail care.
5. Describe factors which may affect foot care, e.g., ticklishness, mis-shapen feet, overgrown nails, obesity, inability to manipulate scissors, etc.
6. Discuss foot and nail care of "problem feet", e.g. foot soaks, special shoes.
7. Discuss signs and foot care needs of the residents with diabetes or circulatory problems.
8. Discuss role of podiatrist in the facility.
9. Discuss common facility policies as it relates to foot care, e.g., R.N. only to cut nails of diabetics, etc.

SKILL: C.10 USE BED ACCESSORIES AND OTHER EQUIPMENT FOR COMFORT

OBJECTIVE: The learner will use bed accessories and other equipment for the resident.

CRITERIA:

1. Recognizes resident's need for bed accessories.
2. Selects appropriate bed accessory and positions correctly.
3. Obtains resident's cooperation, as necessary.

LEARNING TASKS:

1. Describe purposes of bed accessories and special equipment, e.g., comfort, prevention of deformities, maintain body position, etc.
2. Describe common bed accessories and equipment, e.g., foot boards, sand bags, bed cradles, splints, hand rolls, etc.
3. Describe body structure and function as it relates to deformities.
4. Discuss common causes of deformities and typical results, e.g., tight covers and foot drop, etc.
5. Discuss principles of deformity prevention, e.g., regular joint position change, position of natural movement, etc.
6. Demonstrate correct use of common bed accessories and equipment.
7. Discuss factors influencing resident's cooperation, e.g., pain, depression, etc.

SKILL: C.11 ENCOURAGE FUNCTIONAL MOVEMENTS FOR A.D.L.

OBJECTIVE: Working as a team member, the learner will encourage the resident to participate in physical activity within the limits of his/her ability as required for A.D.L.

CRITERIA:

1. Recognizes physical capabilities of the resident.
2. Selects appropriate activities of daily living within resident's range of abilities.
3. Supports resident's attempts to perform A.D.L.
4. Provides care in a cooperative manner.

LEARNING TASKS:

1. Define A.D.L. and goals, e.g., maintain function, promote independence, etc.
2. Discuss means of establishing capabilities of the resident, e.g., observation, physio assessment, etc.
3. Discuss growth and development as it relates to the need for independence.
4. Discuss human needs as related to need for activity.
5. Demonstrate methods of encouraging residents to perform A.D.L.
6. Describe factors which may interfere with performance of functional movements, e.g., joint disease, depression, lack of resident cooperation, stroke, pain.
7. Discuss independence vs. dependence as it relates to the resident in a facility.
8. Recall means of providing care as a team member (see E.18).

SKILL: C.12 USE CORRECT LIFTING AND TRANSFER TECHNIQUES

OBJECTIVE: Working alone or as a team member and using proper body mechanics, the learner will safely lift, carry and transfer objects and persons.

CRITERIA:

1. Identifies assistance needed by resident correctly.
2. Obtains further aid as necessary.
3. Ensures adequate space is available for transfer.
4. Obtains cooperation of resident.
5. Faces direction of transfer.
6. Holds patient or object as close to self as possible.
7. Uses lifting aids as appropriate.
8. Establishes a firm base of support.
9. Uses leg muscles, and keeps back upright and pelvis tucked.
10. Tasks are performed in a cooperative manner.

LEARNING TASKS:

1. Demonstrate sound body mechanics related to lifts and transfers.
2. State sources of further lift/transfer aids, e.g., transfer belts, lifting pads, drawsheets, mechanical lift, family members, etc.
3. Demonstrate environmental preparation as related to lifts and transfers, e.g., adequate space, privacy, safety precautions.

C.12 CONT'D

SKILL: C.12 USE CORRECT LIFTING AND TRANSFER TECHNIQUES (CONT'D)

4. Describe safety measures related to lifts and transfers, e.g., locked brakes on beds and wheelchairs, handrails.
5. Correctly demonstrate common lift and transfer techniques and assistance required, e.g., 1-person, 2-person, etc.
6. Demonstrate procedures for transferring from bed, chair, wheelchair, car, commode, toilet.
7. Describe factors which may interfere with lifts and transfers, e.g., poor organization and preparation of environment, lack of resident cooperation, resident's condition.
8. Discuss alternatives to lifting, e.g., pulling, sliding, etc.
9. Discuss common facility policies related to correctly lifting, carrying and transfer activities, e.g., adherence to W.C.B. regulations.
10. Recall means of performing talks as a team member (see E.18).

SKILL: C.13 PROVIDE ASSISTANCE IN POSITIONING RESIDENT IN BED OR CHAIR

OBJECTIVE: Working alone or as a team member, the learner will safely and correctly position the resident in bed or chair.

CRITERIA:

1. Selects a body position for the resident with regard to comfort, safety and body alignment.
2. Identifies correctly assistance needed by resident.
3. Obtains further aid as required.
4. Assists resident to change position appropriately, at regular intervals as indicated.
5. Selects and uses positioning aids e.g., pillows, footboards, sandbags.

LEARNING TASKS:

1. Demonstrate proper body mechanics when positioning resident (see E.3).
2. Discuss body alignment as it relates to comfort and safety.
3. Describe effects of positioning on respiration and circulation.
4. Identify positioning aids, e.g., pillows, sheepskin, splints, sandbags, linen, footboards, bed gatches, etc.
5. Describe factors which may interfere with positioning resident in bed or chair, e.g., deformities, lack of resident cooperation, paralysis, contractures, arthritis, pressure sores.
6. Demonstrate tactful ways of assisting resident to assume appropriate position while encouraging independence (see D.8).

C.13 CONT'D

SKILL: C.13 PROVIDE ASSISTANCE IN POSITIONING RESIDENT IN BED OR CHAIR (CONT'D)

7. Demonstrate procedures for positioning in bed and chair.
8. Discuss need for position change schedule.
9. Discuss sources of further aid, e.g., supervisor, physiotherapist.

SKILL: C.14 ASSIST RESIDENT TO WALK, SIT OR STAND

OBJECTIVE: Working as a team member and using proper body mechanics, the learner will assist the resident in a facility to walk, sit or stand.

CRITERIA:

1. Correctly identifies assistance required by resident.
2. Ensures adequate space is available.
3. Encourages use of wall rails and safety bars, as necessary.
4. Provides appropriate support and proper body mechanics.
5. Encourages resident's independence.
6. Performs tasks in a cooperative manner.

LEARNING TASKS:

1. Describe body structure and function as it relates to mobility.
2. Describe dangers of inactivity and immobility.
3. Describe independent and supervised exercises.
4. Demonstrate safety measures when walking, standing, sitting.
5. Describe environmental prevention to assist resident with activity, e.g., wall rails, safety bars, adequate space.
6. Describe factors which may interfere with walking, sitting or standing, e.g., balance, weight-bearing ability, loss of sensation, medical condition, etc.

C.14 CONT'D

SKILL: C.14 ASSIST RESIDENT TO WALK, SIT OR STAND (CONT'D)

7. Demonstrate procedures for assisting resident with walking, standing and sitting.

8. Demonstrate means of promoting independence in the resident as it relates to walking, standing, sitting (see D.9).

9. Recall means of performing as a team member (see E.18).

10. Discuss situations when the learner will assist with prescribed exercises, e.g., only when delegated by supervising health personnel.

SKILL: C.15 ASSIST WITH THE USE OF WALKING DEVICES AND WHEELCHAIRS

OBJECTIVE: The learner will assist the resident as necessary to use prescribed walking devices.

CRITERIA:

1. Recognizes resident's need for assistance.
2. Ensures adequate space is available.
3. Encourages good posture, body mechanics and correct use of walking device.
4. Promotes independence of the resident.
5. Obtains further aid, as necessary.

LEARNING TASKS:

1. Describe walking devices, e.g., cane, walker, tripod cane, crutches, wheelchair.
2. Point out safety features of walking devices, i.e., rubber tips, padded arms, etc.
3. Point out safety features of wheelchairs, e.g., brakes, lap-belt, removable slides and foot rests, etc.
4. Identify factors which may affect resident's use of walking devices, e.g., weight-bearing ability, balance, strength, motivation.
5. Demonstrate procedures for assisting resident in use of walking devices and wheelchairs.
6. Demonstrate means of encouraging resident independence (see D.9).
7. Discuss sources of further assistance, e.g., physiotherapist, activity worker, supervisor, etc.

SKILL: C.16 USE MECHANICAL PATIENT LIFTS

OBJECTIVE: Working as a team member, the learner will safely use mechanical lifts.

CRITERIA:

1. Provides for emotional needs of the resident.
2. Prepares environment and provides adequate space.
3. Operates lift according to instructions.
4. Maintains control of mechanical lift during lift and transport.

LEARNING TASKS:

1. Define mechanical lift and purpose.
2. Identify safety factors of lift operation.
3. Discuss resident and environmental preparation which facilitates use of mechanical lifts, e.g., explanation, resident consent, open space.
4. Demonstrate correct procedures for use of lift.
5. Discuss factors which may interfere with safe use of lift, e.g., lack of resident cooperation, insufficient assistance, environmental inadequacies
(narrow doorways, stairs, etc.), equipment malfunction, staff error.

SKILL: C.17 TRANSPORT RESIDENT BY WHEELCHAIR OR STRETCHER

OBJECTIVE: The learner will safely and comfortably transport the resident by wheelchair or stretcher.

CRITERIA:

1. Provides blanket, pressure pads, etc., for wheelchair or stretcher.
2. Positions and restrains resident as directed.
3. Applies brakes appropriately.
4. Maintains control of wheelchair or stretcher during transport.

LEARNING TASKS:

1. Describe types of wheelchairs and indication for use.
2. Demonstrate preparation of wheelchair or stretcher, e.g., blankets, pressure pads.
3. Demonstrate procedure for transferring and positioning resident to a wheelchair or stretcher (see C.12).
4. Point out safety features of wheelchair and stretcher, e.g., safety belts, brakes, etc.
5. Discuss factors which may interfere with safe use of wheelchair and stretcher, e.g., uncooperative resident, inadequate assistance, equipment malfunction.
6. Demonstrate procedure for use and control of wheelchair and stretcher, e.g., using elevator, ramps, over curbs, etc.

SKILL: C.18 USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS

OBJECTIVE: The learner will use simple and natural methods to assist the resident to relax, rest and sleep within restrictions of facility schedules and routines.

CRITERIA:

1. Provides a clean and pleasant resting area.
2. Rest periods are provided as necessary.
3. Serves warm drinks, as appropriate.
4. Gives warm bath or back-rub, as indicated.
5. Alternates long strokes and circular motion when giving back-rub.
6. Offers adequate exercise.
7. Facilitates resident's preferences.

LEARNING TASKS:

1. Discuss growth and development as it relates to sleep and relaxation.
2. Discuss factors which may interfere with rest and sleep, e.g., noise, light, surrounding activity, discomfort, stress, etc.
3. Discuss effects of institutionalization on rest and sleep needs.
4. Discuss signs of insufficient sleep, e.g., irritability.
5. Discuss factors which may interfere with ability to relax, i.e., full bladder, tight clothing, constipation, flatus, need for position change, wet or soiled clothing, anxiety.

C.18 CONT'D

SKILL: C.18 USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS (CONT'D)

6. Discuss natural techniques which may aid in promoting sleep, e.g., warm drink, own pillow, warm bath, adequate exercise, back-rub, etc.
7. Discuss use of touch as it relates to assisting resident to relax.
8. Demonstrate procedure for back-rub.
9. Discuss need for rest stops during physical activities.

SKILL: C.19 ASSIST RESIDENT WHO IS RESPONSIBLE FOR OWN PROSTHESIS

OBJECTIVE: The learner will assist the resident in cleaning, storing and caring for his/her prosthesis.

CRITERIA:

1. Cleans prosthesis appropriately, according to prosthesis directions.
2. Stores prosthesis appropriately.
3. Checks hearing aid battery for replacement, as necessary.
4. Assists resident, as necessary, with application of prosthesis.

LEARNING TASKS:

1. Define prosthesis.
2. Identify commonly used prosthesis, e.g., glasses, hearing aids, dentures, artificial eyes, contact lenses, limbs, etc.
3. Demonstrate procedures for care of prosthesis, e.g., cleanliness, battery replacement, storage, etc.
4. Demonstrate tactful means of assisting resident with prosthesis care while encouraging independence (see D.8).
5. Discuss signs and care implications of prosthesis difficulties, e.g., stump irritation, sore mouth, etc.
6. Identify signs of prosthesis malfunctioning and correction, e.g., whistling hearing aid, change in vision level, etc.

SKILL: C.20 ASSIST RESIDENT WITH TOILETTING, e.g., BEDPANS, URINALS, COMMODES

OBJECTIVE: Working alone or as a team member, the learner will assist the resident, within the limits of his/her ability, to meet his/her toiletting needs.

CRITERIA:

1. Correctly identifies resident requiring assistance.
2. Promptly responds to resident's request.
3. Selects appropriate toiletting method.
4. Selects appropriate mobility and transfer method.
5. Prepares environment for space and privacy.
6. Assists resident, as required in the use of bedpan, toilet, commode, urinal, etc.
7. Provides privacy and appropriate hygiene.
8. Recognizes and reports significant changes in elimination habits and products.
9. Applies condom drainage appropriately:

    - cleanses area
    - observes area for skin integrity
    - applies condom as specified and ensures adherence
    - connects drainage system and secures

LEARNING TASKS:

1. Describe structure and function of the body as it relates to bowel and bladder elimination.
2. Discuss growth and development as it relates to elimination.
3. Describe bowel and bladder elimination, e.g., normal characteristics, patterns and amounts.

C.20 CONT'D

SKILL: C.20 ASSIST RESIDENT WITH TOILETTING, e.g., BEDPANS, URINALS, COMMODES (CONT'D)

4. Describe factors affecting elimination, e.g., nutritional state, activity, stress, habit, climate, age, intake, enlarged prostate gland, lack of privacy.

5. State indications for use of bedpan, urinal, commode, condom, e.g., stroke, immobility, amputation, weakness.

6. Demonstrate safety factors in assisting resident to bathroom or commode, or in use of bedpan or urinal.

7. Describe sanitary practices as it relates to elimination.

8. Demonstrate procedures for assisting resident in use of bedpan, toilet, commode, urinal.

9. Demonstrate procedure for applying condom drainage.

10. Identify factors which may affect accurate assessment of elimination, e.g., incontinence, modesty, resident uncooperativeness.

11. Define:
    - micturition
    - defecation
    - stool
    - feces
    - retention
    - hemorrhoids
    - urinal
    - bedpan
    - diarrhea
    - constipation
    - flatus
    - enuresis
    - void
    - colostomy
    - commode

12. Discuss signs and resident care implications of constipation, diarrhea, incontinence, dribbling.

13. Recall procedure for documenting significant change in resident's condition (see E.19).

SKILL: C.21 PARTICIPATE IN BOWEL AND BLADDER RE-TRAINING PROGRAMS

OBJECTIVE: The learner will assist designated residents to follow bowel and bladder re-training programs.

CRITERIA

1. Obtains cooperation of resident.
2. Assists resident as required.
3. Follows program as directed and according to facility policy.
4. Supports resident's adherence to program.

LEARNING TASKS:

1. Describe purpose of bowel and bladder re-training programs.
2. Describe body and structure as it relates to bowel and bladder re-training.
3. Describe growth and development as it relates to bowel and bladder re-training.
4. State indications for bowel and bladder re-training programs, e.g., C.V.A., retardation.
5. Discuss factors which may interfere with bowel and bladder re-training, e.g., sensory loss, lack of resident cooperation, staff impatience, inconsistency.
6. Define incontinence and enuresis as related to bowel and bladder re-training.
7. Describe factors which enhance bowel and bladder re-training, e.g., diet, fluid intake, inclusion of resident in establishing program, resident motivation, staff support, timing, convenient location of bathroom, convenient clothing.
8. Describe procedure(s) for bowel and bladder re-training.
9. Recall means of supporting and encouraging resident's attempts to perform A.D.L. (see C.11).

SKILL: C.22 TEST URINE FOR DIABETICS

OBJECTIVE: The learner will test the urine for sugar and acetone.

CRITERIA:

1. Obtains fresh urine specimen.
2. Follows instructions on testing material.
3. Handles reagent material appropriately.
4. Reads results accurately.
5. Records/reports results accurately.

LEARNING TASKS:

1. Demonstrate procedure(s) for testing urine for sugar and acetone.
2. Describe medical asepsis as it relates to testing urine.
3. State factors which may affect results, i.e., stale specimen, self-error, etc.
4. Discuss signs and care implications of diabetes.
5. Recall means of documenting significant information (see E.19).

SKILL: C.23 INSERT RECTAL SUPPOSITORIES

OBJECTIVE: Given occasional supervision, the learner will insert rectal suppositories in a resident for constipation only.

CRITERIA:

1. Prepares resident and environment:

   - provides privacy
   - provides bedpan or commode
   - makes toilet accessible

2. Identifies resident and suppository correctly.
3. Follows correct procedure for inserting suppository, according to procedure manual.

LEARNING TASKS:

1. Describe body structure and function as it relates to rectal suppositories.
2. Describe factors indicating need for rectal suppositories.
3. Discuss need for environmental preparation for elimination, i.e., privacy, accessibility of bedpan, commode or toilet, ventilation, etc.
4. Discuss need for resident preparation, e.g., explanation, consent.
5. Discuss techniques of rectal suppository handling and storage, i.e., refrigeration, rubber gloves.
6. Recall sanitary practices as related to elimination (see C.20).
7. Demonstrate procedures for insertion of rectal suppositories.
8. Recall procedure for documenting significant information.
9. Describe facility policies related to administration of suppositories.

SKILL: C.24 GIVE ENEMAS

OBJECTIVE: Given occasional supervision, the learner will give a cleansing enema, to the resident.

CRITERIA:

1. Prepares resident and environment.
2. Lubricates and inserts enema tip appropriately.
3. Administers solution as tolerated by resident.
4. Removes enema tip gently.
5. Assists resident to bathroom, commode or onto bedpan, as directed.
6. Observes results.

LEARNING TASKS:

1. Describe body structure and function as it relates to enemas.
2. Describe factors which may interfere with normal bowel evacuation, e.g., inadequate fluid/food intake, immobility, dependence on laxatives.
3. Discuss need for environmental preparation for elimination, e.g., privacy, accessibility of bedpan, commode or toilet, ventilation, etc.
4. Discuss need for resident preparation, e.g., explanations, consents.
5. Describe commonly used enema solutions, e.g., soap suds, saline, pre-packaged.
6. Demonstrate safety factors of giving an enema, e.g., solution temperature, force of insertion, fluid force.
7. Recall sanitary procedures as related to elimination (see C.20).

C.24 CONT'D

SKILL: C.24 GIVE ENEMAS (CONT'D)

8. Demonstrate procedures for giving cleansing enemas.
9. Recall procedure for recording/reporting significant information (see E.21).
10. Describe facility policies related to administration of enemas.

SKILL: C.25 ASSIST IN THE COLLECTION OF URINE AND STOOL SPECIMENS

OBJECTIVE: The learner will collect, label and deposit urine and stool specimens, as directed for the resident.

CRITERIA:

1. Selects appropriate container.
2. Cleanses area appropriately, if indicated for specimen required.
3. Obtains suitable specimen.
4. Labels container accurately.
5. Stores specimen appropriately, if storage is indicated.
6. Cares for specimen appropriately.

LEARNING TASKS:

1. Describe factors which may interfere with the collection of urine and stool specimens, i.e., resident modesty, lack of cooperation, staff error, incontinence.
2. Demonstrate sanitary practices as related to the collection of urine and stool specimens.
3. Demonstrate procedures for collecting, labelling and storing urine and stool specimens, e.g., routine, 24 hr., C & S.

SKILL: C.26 MEASURE AND RECORD INTAKE AND OUTPUT

OBJECTIVE: The learner will measure and record intake and output (including urine, stool and emesis), as directed for the resident.

CRITERIA:

1. Measures amount and type of fluids taken accurately.
2. Measures amount and type of output accurately.
3. Records and/or reports intake and output accurately.

LEARNING TASKS:

1. Describe structure and function of the body as it relates to elimination.
2. Describe avenues of elimination, e.g., bowel, bladder, lungs, skin.
3. Define fluid intake and output and normal limits.
4. Identify factors affecting accurate measurement of intake and output, e.g., incontinence, modesty, lack of resident cooperation, staff error.
5. Describe factors affecting intake and output, e.g., temperature, humidity, fever, disease, habit, folklore, etc.
6. Describe metric system of fluid measure.
7. Read metric measures.
8. Demonstrate procedure for emptying urinary drainage bags.
9. Describe signs and care implications of low-fluid intake and/or output.

C.26 CONT'D

SKILL: C.26 MEASURE AND RECORD INTAKE AND OUTPUT (CONT'D)

10. Define: - anuria,
    polyuria,
    diarrhea,
    emesis
11. Recall procedure for documenting significant information (see E.21).

SKILL: C.27 MEASURE AND RECORD HEIGHT AND WEIGHT

OBJECTIVE: The learner will record and measure the height and weight of the facility resident.

CRITERIA:

1. Adjusts measuring devices as required.
2. Ensures individual is dressed appropriately.
3. Positions resident on measuring device.
4. Measures height and weight in appropriate units.
5. Records results correctly.

LEARNING TASKS:

1. Describe individual growth and development as it relates to height and weight.
2. Describe factors which affect height and weight, e.g., nutritional state, overeating, heredity, disease conditions.
3. Describe criteria for measuring height and weight, i.e. edema, diuretic use, feeding difficulties.
4. Identify factors which may affect accurate measurement of height and weight, e.g., malfunctioning equipment, lack of resident cooperation, staff error, etc.
5. Describe metric system of height and weight measurement.
6. Read metric measure.
7. Demonstrate procedure for measuring height and weight.
8. Recall procedure for recording/reporting information (see E.21).
9. Describe signs and care implications of underweight, overweight.

SKILL: C.28 TAKE AND RECORD TEMPERATURES: ORAL, RECTAL AND AXILLA

OBJECTIVE: The learner will take and record temperatures for the resident.

CRITERIA:

1. Selects appropriate thermometer correctly.
2. Places thermometer appropriately, whether oral, axilla or rectal.
3. Measures temperature accurately.
4. Records temperature accurately and promptly.

LEARNING TASKS:

1. Describe growth and development as it relates to temperature.
2. Describe body structures and function as it relates to temperature.
3. Define normal ranges of oral, axilla and rectal temperatures.
4. Describe factors which affect temperature, e.g., age, activity, inflammation, emotions, location.
5. Identify factors which may affect accurate temperature measurement, e.g., recent smoking, exercise, drinking.
6. Discuss factors influencing selection of temperature thermometer, e.g., age, resident confusion, mouth breathers, etc.
7. Demonstrate procedures for taking temperature, oral and axilla.
8. Recall procedure for reporting/recording significant information (see E.19).
9. Define fever, hypothermia and discuss signs and care implications of fever.

SKILL: C.29 TAKE AND RECORD PULSE RATE

OBJECTIVE: The learner will measure and record the pulse rate for the resident.

CRITERIA:

1. Locates pulse rate correctly.
2. Counts pulse accurately, noting strength and regularity.
3. Records pulse rate accurately and promptly.

LEARNING TASKS:

1. Discuss growth and development as it relates to pulse.
2. Describe body structure and function as it relates to pulse.
3. Define pulse and normal limits.
4. Describe factors which affect pulse rate, e.g., age, emotions, activity, stress, illness, smoking.
5. Demonstrate procedure for taking pulse.
6. Recall procedure for recording significant information (see E.21).
7. Discuss signs and care implication of irregular pulse, rapid pulse, slow pulse.
8. Discuss cardiac arrest.

SKILL: C.30 TAKE AND RECORD RESPIRATIONS

OBJECTIVE: The learner will measure and record the respiratory rate for the resident.

CRITERIA:

1. Counts respirations accurately, noting depth and characteristics.
2. Records respirations accurately and promptly.

LEARNING TASKS:

1. Describe growth and development as it relates to respiratory rate.
2. Discuss body structure and function as it relates to respirations.
3. Define respirations and normal limits.
4. Describe factors which affect respirations, e.g., age, activity, posture, emotions, disease, etc.
5. Identify factors which may affect accurate respiration measurement, e.g., recent exercise, stress, resident awareness of procedure.
6. Demonstrate procedure for measuring respirations.
7. Recall procedure for recording significant information (see E.21).

SKILL: C.31 CARE FOR THE DECEASED RESIDENT AND HIS ENVIRONMENT

OBJECTIVE: Working alone or as a team member, the learner will care for the deceased resident and his environment.

CRITERIA:

1. Checks regarding ethnic or religious practices.
2. Disconnects and removes equipment according to facility policy.
3. Positions body and replaces dentures.
4. Cares for body according to facility policy.
5. Cares for resident belongings and valuables.
6. Tidies and cleans unit.
7. Offers support to other residents and family, as appropriate.

LEARNING TASKS:

1. Describe signs of death.
2. Demonstrate common procedures for care of the body after death, e.g., positioning, replacing dentures, hygiene, care of belongings and valuables, disconnecting drainage tubes, labelling.
3. Demonstrate care of environment after a death, e.g., removal of equipment, clean unit, tidy.
4. Demonstrate means of supporting other residents in environment and family.
5. Discuss ethnic and religious practices related to death.
6. Define - morgue
   shroud
   rigor mortis

COMPETENCY GROUP D

COMMUNICATE WITH RESIDENTS AND OTHERS

SKILLS:

D.1 Introduce self and explain role

D.2 Observe common courtesies

D.3 Speak in a manner to be readily understood (e.g., vocabulary, diction, volume)

D.4 Use writing skills as necessary

D.5 Listen to and respect resident's wishes and concerns

D.6 Converse with resident(s) and others in a friendly, appropriate manner

D.7 Respond appropriately to personal requests

D.8 Make suggestions tactfully

D.9 Support resident's achievements, strengths and independence

D.10 Involve resident in decision-making, planning and activities

D.11 Respond in helpful ways in emotional situations including disruptive behaviour

D.12 Respect rights and dignity of resident

D.13 Recognize and respond appropriately to resident's sexual identity

D.14 Adapt communication for residents with special needs (e.g., vision, hearing, etc.)

D.15 Use touch to communicate care and concern

D.16 Assist with attempts to deal with resident disorientation

D.17 Respect rights, needs and interests of the family

D.18 Become acquainted with family members

CONT'D

COMPETENCY GROUP D

COMMUNICATE WITH RESIDENTS AND OTHERS

SKILLS: (CONT'D)

D.19 Encourage family participation in activities and care

D.20 Accommodate visitors in resident's environment

D.21 Demonstrate job-finding skills

SKILL: D.1 INTRODUCE SELF AND EXPLAIN ROLE

OBJECTIVE: The learner will introduce self courteously to others and explain his/her role and responsibilities as a Long Term Care Aide.

CRITERIA:

1. Introduces self courteously.
2. Explains role and responsibilities clearly and concisely as set out in the statement "Role and Responsibilities of a Long Term Care Aide and according to facility job description.
3. Performs duties within role and responsibilities of Long Term Care Aide.

LEARNING TASKS:

1. Describe the role of a Long Term Care Aide.
2. Discuss appropriate action to take if requested to perform duties outside of personal capabilities or role responsibilities.

SKILL: D.2 OBSERVE COMMON COURTESIES

OBJECTIVE: In all course-related areas and in the facility, the learner will extend common courtesies to others by behaving in an appropriate manner.

CRITERIA:

1. Addresses individuals appropriately.
2. Hears others out and checks for correct meaning.
3. Maintains non-judgmental attitude.
4. Displays appropriate attention level.
5. Respects privacy and independence.
6. Does not interrupt conversations.
7. Uses "please" and "thank you".
8. Includes resident in conversation even though he/she may not appear to understand.

LEARNING TASKS:

1. Describe goal of common courtesies, e.g., mutual respect, oiling of social machinery, etc.
2. Demonstrate common courtesies, e.g., introductions, respect of privacy, no interrupting, use of "please" and "thank you", respect for independence.
3. Discuss appropriate methods of addressing individuals, e.g., Mr., Mrs., Gramps, by permission.
4. Demonstrate means of respecting presence and opinions of others.
5. Recall means of attentive listening (see D.6).

D.2 CONT'D

SKILL: D 2 OBSERVE COMMON COURTESIES (CONT'D)

6. Discuss range of appropriate behaviours for different groups and situations.
7. Identify factors which interfere with use of common courtesies, e.g., anger, cultural diversity, anxiety, habit, etc.
8. Discuss common reactions to "rude" behaviour.

SKILL: D.3 SPEAK IN A MANNER TO BE READILY UNDERSTOOD (e.g., VOCABULARY, DICTION, VOLUME)

OBJECTIVE: In all conversations, the learner will speak in a manner to be understood by others.

CRITERIA:

1. Uses vocabulary suited to situation.
2. Enunciates words clearly.
3. Modifies volume to suit situation.
4. Faces person spoken to.
5. Uses appropriate body language.

LEARNING TASKS:

1. Identify speech characteristics which may alter ease of comprehension, e.g., tone, pitch, accent, diction, volume, vocabulary, habit, etc.
2. Describe means to self-awareness of speech characteristics, e.g., objective discussions, use of tape recorder and playback, etc.
3. Identifies characteristics of own speaking voice.
4. Describe ways to improve speech characteristics, e.g., speech therapy, reading aloud.
5. Describe body language which may alter ease of comprehension.
6. Recognize resident handicaps which may alter ease of comprehension, i.e., deafness, positioning.
7. Discuss words that may hinder ease of comprehension, e.g., slang, jargon, terminology.

SKILL: D 4 USE WRITING SKILLS AS NECESSARY

OBJECTIVE: In all written communications, the learner will write clearly and concisely.

CRITERIA:

1. Writes clearly, correctly and according to given formats.
2. Completes forms and reports as directed, clearly and legibly.
3. Applies rules of writing, e.g., legible handwriting, correct spelling, basic grammar.

LEARNING TASKS:

1. Demonstrate common documentation methods and practices (see E. 21).
2. Demonstrate common documentation methods and practices, e.g., charting, supply requisitions, maintenance order forms, etc.
3. Discuss situations in which clear writing is required, e.g., taking messages, assisting resident to write letters, completing application forms, resumes and letters, recording observations and details of care, completing incident and illness reports, completing class assignments, etc.

SKILL: D.5 LISTEN TO AND RESPECT RESIDENT'S WISHES AND CONCERNS

OBJECTIVE: The learner will listen to and respect wishes and concerns of the resident.

CRITERIA:

1. Encourages resident to voice wishes and concerns.
2. Checks correct meaning of resident's expressed wishes and concerns.
3. Acknowledges resident's feelings and opinions without argument.
4. Suggests alternatives to inappropriate wishes or negative resident behaviours without criticism.
5. Supports positive resident efforts.
6. Uses body language appropriately.
7. Maintains a calm manner.

LEARNING TASKS:

1. Discuss communication techniques as they relate to listening and checking feedback.
2. Demonstrate means of indicating respect.
3. Demonstrate means of maintaining non-judgmental attitude.
4. Describe ethical/legal factors related to resident's expressed wishes and concerns.

SKILL: D.6 CONVERSE WITH RESIDENT(S) AND OTHERS IN A FRIENDLY, APPROPRIATE MANNER

OBJECTIVE: The learner will maintain a friendly, appropriate manner in conversation with residents and others.

CRITERIA:

1. Faces person spoken to and maintains eye contact.
2. Attends to comments and questions carefully and seeks clarification, as necessary.
3. Repeats key ideas, as appropriate.
4. Conveys a friendly, interested and relaxed attitude.
5. Positions self appropriately for comfortable conversation.
6. Synchronizes body language to verbal communication.

LEARNING TASKS:

1. Demonstrate communication techniques, e.g., face person, maintain eye contact, synchronize body language to verbal communication, seek clarification, etc..
2. Demonstrate means of encouraging communication, e.g., attentive listening, interested appearance, repetition of key ideas, etc.
3. Discuss effects of non-friendly responses and inappropriate manner.

SKILL: D.7 RESPOND APPROPRIATELY TO PERSONAL REQUESTS

OBJECTIVE: The learner will respond courteously and appropriately to personal requests of the resident.

CRITERIA:

1. Indicates understanding of requests.
2. Acts on request appropriately.
3. Explains denied requests courteously.
4. Obtains guidance as necessary.

LEARNING TASKS:

1. Discuss common resident requests and appropriate learner responses.
2. Describe facility policy/procedures which relate to fulfilling personal requests.
3. Describe ethical/legal implications of fulfilling inappropriate requests.
4. Recall facility channels of communication (see E.18).
5. Recall personal and role limitations (see E.9).
6. Demonstrate appropriate handling of resident requests.

SKILL: D.8 MAKE SUGGESTIONS TACTFULLY

OBJECTIVE: While performing duties, the learner will make suggestions to residents and others in a tactful manner.

CRITERIA:

1. Maintains non-judgmental and calm behaviour.
2. Recognizes significant misinformation or lack of knowledge.
3. Corrects misinformation without criticism.
4. Presents new information in an objective manner.
5. Ensures appropriate timing and mood when making suggestions.

LEARNING TASKS:

1. Define tact.
2. Demonstrate tactful methods of offering suggestions.
3. Describe common reactions to tactless behaviour.
4. Recall means of maintaining non-judgmental and calm behaviour (see D.5).

SKILL: D.9 SUPPORT RESIDENT'S ACHIEVEMENTS, STRENGTHS AND INDEPENDENCE

OBJECTIVE: Working alone or as a team member, the learner will support the achievements strengths and independence of the resident.

CRITERIA:

1. Involves resident in care planning.
2. Provides activities within resident's capabilities.
3. Acknowledges gains, however modest.
4. Acknowledges resident's feelings of achievement.

LEARNING TASKS:

1. Discuss need for positive feelings, independence and achievement.
2. Demonstrate means of reinforcing strengths, achievements and independence.
3. Identify means of recognizing and acknowledging resident's feelings.
4. Recall means of encouraging resident's independence within limits of his/her ability (see C. 11).

SKILL: D.10 INVOLVE RESIDENT IN DECISION-MAKING, PLANNING AND ACTIVITIES

OBJECTIVE: Working alone or as a team member, the learner will involve the resident within limitations of his/her abilities in decision-making, planning and activities as it relates to the resident's welfare.

CRITERIA:

1. Encourages resident to express needs, feelings and opinions.
2. Acknowledges resident's rights to participate in decision making, planning and activities.
3. Supports positively resident's attempts to make decisions and plans.
4. Acknowledges resident's right to refuse.
5. Maintains non-judgmental attitude.
6. Adheres to facility schedules of activities.

LEARNING TASKS:

1. Discuss need of resident to be involved in decisions regarding own welfare.
2. Demonstrate means of including resident in decision-making, planning and activities.
3. Recall means of supporting resident's strengths and independence (see D.9).
4. Identify ethical/legal aspects of resident's rights to participate or refuse.
5. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.11 **RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR**

OBJECTIVE: Working alone or as a team member and requiring occasional assistance, the learner will respond in helpful ways in emotional situations, including those involving disruptive residents.

CRITERIA:

1. Maintains calm, non-judgmental attitude.
2. Recognizes emotional situations correctly.
3. Listens, comforts, supports or responds appropriately.
4. Communicates openly and honestly.
5. Prevents over-stimulation of resident.
6. Prepares resident for activities.
7. Withdraws if negative response continues.
8. Obtains appropriate assistance as required.
9. Reports incident appropriately.

LEARNING TASKS:

1. Discuss common emotional situations and feelings, e.g., fear, anxiety, anger, grief, depression, happiness, dying, etc.
2. Demonstrate attending skills (see G.6).
3. Demonstrate means of dealing helpfully with emotional situations, e.g., preparing resident for activities, prevent over-stimulation, discuss openly and honestly, withdrawal, open communication, etc.
4. Recall ways of remaining calm and non-judgmental (see D.5).

D.11 CONT'D

SKILL: D.11 RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR (CONT'D)

5. Discuss situations which may occur when withdrawal would be appropriate.
6. Discuss emotional situations that may occur that are beyond the scope of the Long-Term Care Aide.
7. State appropriate sources of assistance.
8. Recall procedure for documenting significant information (see E.19).
9. Recall means of maintaining a safe environment for the confused and disorientated resident (see B.12).

SKILL: D.12 RESPECT RIGHTS AND DIGNITY OF RESIDENT

OBJECTIVE: While performing duties, the learner will respect resident's rights and dignity.

CRITERIA:

1. Encourages resident to express needs.
2. Acknowledges resident's opinions and feelings.
3. Encourages resident to participate in his/her care within limitations of abilities.
4. Courteously accepts resident's right to refuse.
5. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Discuss need for dignity and respect.
2. Describe resident's rights, e.g., respect, dignity, refusal, inclusion in care, etc.
3. Demonstrate actions which indicate respect.
4. Discuss means of involving resident in own care.
5. Recall ethical/legal aspects of resident's rights to participate or refuse (see D.10).
6. Recall means of maintaining a non-judgmental attitude (see D.5).

SKILL: D.13 RECOGNIZE AND RESPOND APPROPRIATELY TO RESIDENT'S SEXUAL IDENTITY

OBJECTIVE: The learner will respect and respond appropriately to the sexual identity of the resident.

CRITERIA:

1. Respects resident's feelings and opinions regarding his/her sexual identity.
2. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Describe structure and function of the reproductive tracts.
2. Describe growth and development of all ages, including the elderly, as it relates to sexual identity.
3. Discuss need for sexual activity of mentally and physically handicapped adults.
4. Discuss individual and cultural beliefs, attitudes, myths and values toward sexual concerns.
5. Discuss common beliefs, attitudes and myths toward sexual activity of physically and mentally handicapped and the elderly.
6. Discuss actions which promote sexual identity for the resident, e.g., appropriate clothing, grooming, privacy.
7. Describe ethical factors related to assisting the resident to maintain his sexual identity.
8. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.14 ADAPT COMMUNICATION FOR RESIDENTS WITH SPECIAL NEEDS (e.g., VISION, HEARING, etc.)

OBJECTIVE: The learner will adapt own communication style to accommodate the resident with communication abilities.

CRITERIA:

1. Identifies correctly special communication needs, e.g., visually and/or hearing impaired, speech impaired, non-English, deaf, intellectually impaired.
2. Uses appropriate communication modifications, e.g., touch, gesture, written notes, interpreter, increased volume, pictures, etc.
3. Stimulates and encourages communication as appropriate.
4. Maintains patience.

LEARNING TASKS:

1. Define special communication needs, e.g., blindness, deafness, speech impairment, aphasic, elderly, very young, non-English speaking, dyslexia.
2. Demonstrate appropriate modifications for special communication needs, e.g., increased volume, altered vocabulary level, gestures, touch, written notes, pictures, short concise sentences, frequent repetition of key points, interpreter, etc.
3. Demonstrate means of stimulating and encouraging communication (see D.6).
4. Discuss effects of impatient responses and lack of persistence on communication.

SKILL: D.15 USE TOUCH TO COMMUNICATE CARE AND CONCERN

OBJECTIVE: The learner will appropriately use touch to communicate care and concern to the resident.

CRITERIA:

1. Demonstrates appropriate judgment when touching resident.
2. Respects resident response to touch.

LEARNING TASKS:

1. Discuss growth and development as it relates to touch, e.g., need for trusting relationships.
2. Describe possible reactions to touch, e.g., reassurance, awareness of concern, distaste, etc.
3. Identify factors which affect reaction to touch, e.g., culture, environment, habit, age, emotional state, etc.
4. Describe own reaction to touching.
5. Describe alternate ways of communicating care and concern.

SKILL: D.16 ASSIST WITH ATTEMPTS TO DEAL WITH RESIDENT DISORIENTATION

OBJECTIVE: The learner will assist with facility attempts to deal with resident disorientation.

CRITERIA:

1. Correctly identifies disoriented resident.
2. Follows verbal and/or handwritten directions (e.g., team conference) consistently.
3. Listens, comforts and supports, as appropriate.
4. Maintains calm, non-judgmental, patient attitude.
5. Obtains appropriate assistance as required.
6. Provides a safe environment.

LEARNING TASKS:

1. Define disorientation.
2. Describe conditions that may result in disoriented behaviour, e.g., chronic brain syndrome, alcoholism, mental handicap, dementias of the Alzheimer's type, drug abuse through medication or illegal drugs, overmedication or interaction of medications, etc.
3. Describe and discuss programs and methods that attempt to deal with resident disorientation, e.g., reality orientation, remotivation, fantasy/ validation therapy, reminescence, etc.
4. Demonstrate means of attending to emotional well-being of the individual, e.g., listening, comforting.
5. Demonstrate means of attending to physical well- being of individual, e.g., comforting.
6. Discuss importance of consistency in following plan selected.

D.16 CONT'D

SKILL: D.16 ASSIST WITH ATTEMPTS TO DEAL WITH RESIDENT DISORIENTATION (CONT'D)

7. Recall means of providing a safe environment for the confused and disorientated person (see B.12).

8. Recall means of maintaining calm, non-judgmental, patient attitude (see D.5).

9. Discuss common reactions of the disoriented individual to impatient explanations and behaviour.

10. Discuss situations that indicate further assistance is necessary, e.g., resident hostility, wandering away, abusive behaviour.

SKILL: D.17 RESPECT RIGHTS, NEEDS AND INTERESTS OF THE FAMILY

OBJECTIVE: The learner will respect the rights, needs and interests of the resident's family.

CRITERIA:

1. Acknowledges rights, feelings and interests of the resident's family.
2. Follows facility policies and procedures which pertain to family involvement in care.
3. Explains care given thoroughly and concisely.
4. Orientates family members to area and schedule.
5. Offers emotional support to family, as necessary.
6. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Discuss role of the family in growth and development.
2. Discuss family rights in homemaking situations.
3. Describe possible effects of stress, illness or institutionalization on family members.
4. Describe facility policy/procedures which relate to family involvement.
5. Demonstrate means of accommodating family members, i.e., explanations of care and schedule, emotional support, etc.
6. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: D.18 BECOME ACQUAINTED WITH FAMILY MEMBERS

OBJECTIVE: The learner will correctly recognize and appropriately address family members of a resident.

CRITERIA:

1. Introduces self to family members.
2. Identifies family relationships correctly.
3. Encourages conversation between resident and family members as appropriate.
4. Observes behaviour of family members during visits.

LEARNING TASKS:

1. Describe role and function of the family and family members.
2. Identify possible effects of institutionalization of a family member on a family.
3. Demonstrate ways of becoming acquainted with family members, e.g., introduction, observation, inclusion in care, etc.

SKILL: D.19 ENCOURAGE FAMILY PARTICIPATION IN ACTIVITIES AND CARE

OBJECTIVE: Working alone or as a team member, the learner will assist in encouraging family members to participate in the activities and care of the resident.

CRITERIA:

1. Includes family in conversation with individual.
2. Introduces family members to other residents and staff.
3. Adjusts care to promote family participation, within facility policy.
4. Compliments family members on attempts to participate.
5. Respects right of family member to not participate.

LEARNING TASKS:

1. Describe role of family participation for the resident in a facility.
2. Describe care and activities appropriate to family participation.
3. Demonstrate means of encouraging and supporting family members in attempts at care.
4. Discuss schedule problems which may be encountered by the family, i.e., shift work, baby-sitting problems, etc.
5. Describe means of arranging care and activities to facilitate family participation, e.g., re-arranging order of care.
6. State policies/procedures which may affect schedule changes.
7. State ethical/legal aspects of family participation in care.
8. Discuss union issues related to family participation in care.

SKILL: D.20 ACCOMMODATE VISITORS IN RESIDENT'S ENVIRONMENT

OBJECTIVE: The learner will courteously welcome and accommodate visitors of the resident.

CRITERIA:

1. Greets and directs visitors courteously.
2. Provides adequate seating.
3. Provides privacy if desired.
4. Advises visitors of facility restrictions as necessary.

LEARNING TASKS:

1. Discuss role of social support for the resident in a facility.
2. Demonstrate means of accommodating visitors, e.g., adequate space and seating, privacy, orientation to resident's needs.
3. Identify possible facility restrictions, e.g., time, number of visitors, age requirements, etc.

SKILL: D.21 DEMONSTRATE JOB-FINDING SKILLS

OBJECTIVE: The learner will demonstrate job-finding skills as appropriate for a graduate Long-Term Care Aide.

CRITERIA:

1. Identifies job sources correctly.
2. Prepares routine application forms, resumes and letters correctly.
3. Displays appropriate behaviour prior to and during a job interview:

   - on time
   - proper grooming
   - good communication skills

LEARNING TASKS:

1. Discuss possible job sources available in local community.
2. Discuss usual questions on job application form.
3. Discuss job application forms as it relates to human rights.
4. Demonstrate appropriate behaviour for job interview, e.g., on time, preparation, etc.

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COMPETENCY GROUP E

WORK RESPONSIBLY

SKILLS:

E.1 Maintain own physical and mental health and hygiene practices

E.2 Maintain appropriate grooming and appearance

E.3 Practise body mechanics

E.4 Perform duties with regard to personal health and safety

E.5 Follow policies and procedures accurately

E.6 Demonstrate punctuality, dependability and integrity

E.7 Maintain confidentiality

E.8 Report questionable practices

E.9 Observe ethical and legal responsibilities

E.10 Follow instructions and directions

E.11 Use communication devices appropriately

E.12 Seek information about resident before proceeding with care

E.13 Affirm resident's consent before carrying out care

E.14 Give priority to the welfare of the resident

E.15 Apply problem-solving process

E.16 Organize personal assistance routines with resident

E.17 Organize care for a group of residents

E.18 Work cooperatively and share information with team members

E.19 Recognize and use job-related terminology and abbreviations

CONT'D

COMPETENCY GROUP E

WORK RESPONSIBLY

SKILLS: (CONT'D)

E.20 Report to and consult with supervisor appropriately

E.21 Report/record relevant actions and observations

E.22 Respect resident's personal belongings and environment

E.23 Maintain security (e.g., reporting strangers, protecting valuables, etc.)

E.24 Recognize need for ongoing development

SKILL: E.1 MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES

OBJECTIVE: In all course and work-related areas, the learner will maintain for himself/herself good physical and mental health, and hygienic practices.

CRITERIA:

1. Pratises medical asepsis.
2. Maintains appropriate nutrition.
3. Maintains good dental hygiene.
4. Maintains personal hygiene, i.e., cleanliness, use of deodorant.
5. Adheres to schedule of adequate rest and activity.
6. Reports illness promptly to appropriate individual.

LEARNING TASKS:

1. Describe health.
2. Describe good health practices, e.g., nutrition, rest, mobility, pap smear, breast check, blood pressure monitoring, etc.
3. Demonstrate good mental health practices, e.g., recreational and diversional activities.
4. Discuss own stress management.
5. Demonstrate good hygienic practices, e.g., personal cleanliness, dental hygiene, laundering, use of deodorant, etc.
6. Discuss medical asepsis as it relates to health and hygiene practices.
7. Demonstrate proper body mechanics.
8. Discuss importance of role-modelling health practices for the facility worker.

E.1 CONT'D

SKILL: E.1 MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES (CONT'D)

9. Discuss possible effects of not reporting illness promptly, e.g., infection of residents and other personnel, inability to complete assignments, etc.

10. Define and describe common communicable disease.

11. Demonstrate reporting of illness to appropriate individual, e.g., instructor, supervisor.

SKILL: E.2 **MAINTAIN APPROPRIATE GROOMING AND APPEARANCE**

OBJECTIVE: The learner will follow facility, college and W.C.B. policies regarding grooming and appearance.

CRITERIA:

1. Practises appropriate grooming regarding hair and fingernail length, jewelry, cosmetics, perfume.
2. Dresses appropriately e.g., cleanliness, skirt length, shoe height, condition of hose.
3. Adheres to W.C.B. rules and regulations governing footwear of health care workers.

LEARNING TASKS:

1. Demonstrate appropriate health care and grooming practices, e.g., use of cosmetics, jewelry, perfume, hair and fingernail length, etc.
2. Demonstrate appropriate health care dress practices, e.g., cleanliness, skirt length, shoe height, type of footwear, etc.
3. State Workers' Compensation Board rules and regulations governing footwear of health care workers.
4. Select appropriate clothing for different activities.
5. Discuss effects of health care team members' appearance on the resident.

SKILL: E.3 PRACTISE BODY MECHANICS

OBJECTIVE: The learner will use correct body mechanics for himself/herself.

CRITERIA:

1. Positions self for balance, alignment, proper weight distribution and safety.
2. Uses strongest muscles for lifting.
3. Keeps back straight, tilts pelvis.
4. Turns by pivoting.
5. Works at comfortable height.
6. Faces work.
7. Lifts objects close to body.

LEARNING TASKS:

1. Define body mechanics.
2. Demonstrate basic rules of proper body mechanics.
3. Discuss body structure and function as it relates to posture and body mechanics.
4. Discuss growth and development as it relates to posture and body mechanics.
5. Identify common causes of poor posture and body mechanics, e.g., poor self-esteem, peer pressure, ignorance, habit.
6. Describe possible effects of not using proper body mechanics, e.g., back injuries.

SKILL: E.4 PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY

OBJECTIVE: While performing duties, the learner will follow safety rules and maintain own health practices.

CRITERIA:

1. Identifies unsafe situations correctly.
2. Initiates prompt action to correct situation or prevent harm.
3. Prevents health and safety hazards:
    - identifies faulty equipment.
    - ensures regular housekeeping.
    - wipes up spills.
    - practises medical asepsis.
    - uses proper body mechanics.
4. Performs skills only when personal health and safety are not jeopardized.
5. Recognizes own limitations.

LEARNING TASKS:

1. Describe possible health and safety hazards, e.g., communicable diseases, aggressive residents, lifting heavy residents, spills, equipment hazards, etc.
2. Demonstrate means of preventing health and safety hazards, e.g., regular equipment checks, regular housekeeping, wiping up spills.
3. Demonstrate appropriate health practices, e.g., medical asepsis, body mechanics (see E.1 and E.3).
4. Discuss medical asepsis as it relates to health practices, e.g., handwashing, care of discharges and excretion.

E.4 CONT'D

SKILL: E.4 PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY (CONT'D)

5. Discuss possible effects of performing skills when conditions are unsafe.

6. Discuss effects of performing skills using improper techniques, e.g., poor body mechanics.

7. Discuss means of attending to unsafe conditions, e.g., wipe up spills, seek extra help, reporting faulty equipment, etc.

8. Discuss possible physical and emotional unsafe situations that may occur beyond own level of personal competence and capabilities.

9. Recall procedure for documenting significant information (see E.19).

SKILL: E.5 FOLLOW POLICIES AND PROCEDURES ACCURATELY

OBJECTIVE: The learner will function within the organizational policies and procedures of the facility and college.

CRITERIA:

1. Attends carefully to instructions or directions.
2. Demonstrates understanding of written or verbal directions.
3. Takes appropriate action.
4. Seeks clarification when unsure.

LEARNING TASKS:

1. Identify the differences between policies and procedures.
2. Identify common components of personnel policies.
3. State common organizational patterns.
4. Identify lines of authority and communication.
5. Describe college policies as related to student behaviour, e.g., exams, missed classes, smoking.
6. Describe facility policies as related to student behaviour, e.g., eating and smoking, dress code, etc.
7. Demonstrate proper understanding of policies and procedures.
8. Describe rights and responsibilities of the employer.
9. Describe rights and responsibilities of the employee.
10. Discuss legal/ethical aspects of adherence to policies, etc. in skill performance.
11. Identify causes for dismissal or disciplinary action.

SKILL: E.6 DEMONSTRATE PUNCTUALITY, DEPENDABILITY AND INTEGRITY

OBJECTIVE: The learner will be punctual, dependable and show integrity in all course and work-related areas.

CRITERIA:

1. Arrives on time.
2. Adheres to assigned break periods.
3. Completes assignments on time.
4. Follows policies and procedures.
5. Reports pertinent information truthfully.
6. Reports appropriately when unable to attend.

LEARNING TASKS:

1. Define punctuality, dependability and integrity.
2. Describe facility policies and procedures as they relate to punctuality, dependability and integrity.
3. Describe legal/ethical concerns as related to punctuality, dependability and integrity.
4. Demonstrate punctuality, dependability and integrity.
5. Recall reporting procedure (see E.19).

SKILL: E.7 MAINTAIN CONFIDENTIALITY

OBJECTIVE: The learner will recognize and maintain confidentiality in all areas relating to the resident.

CRITERIA:

1. Shares confidential information only with appropriate health/human service personnel.
2. Selects suitable setting and manner for discussing confidential information.

LEARNING TASKS:

1. Define confidential information.
2. Describe appropriate health, human service personnel.
3. Discuss ethical/legal aspects of confidential information.
4. Demonstrate appropriate handling of confidential information.

SKILL: E.8 REPORT QUESTIONABLE PRACTICES

OBJECTIVE: In all course and work-related areas, the learner will report questionable actions and/or situations to supervisor or a responsible person.

CRITERIA:

1. Recognizes questionable actions and/or situations consistently.
2. Reports questionable actions and/or situations promptly, following correct procedure.

LEARNING TASKS:

1. Defines questionable actions/situations.
2. Discuss examples of possible questionable practices that could be encountered in the facility, e.g., verbal abuse, physical abuse, etc.
3. Discuss legal/ethical aspects of reporting questionable practices.
4. Demonstrate procedure for reporting questionable practices.

SKILL: E.9 **OBSERVE ETHICAL AND LEGAL RESPONSIBILITIES**

OBJECTIVE: The learner will perform duties within ethical and legal parameters.

CRITERIA:

1. Consistently follows facility and college policies and procedures.
2. Recognizes situations exceeding legal parameters.
3. Takes appropriate action when requested by others to perform activities outside of legal parameters.

LEARNING TASKS:

1. Define:
    - negligence
    - slander
    - libel
    - liability
    - assault
    - battery
    - invasion of privacy
    - false imprisonment
2. Describe legal implications as related to the aide in selected situations, e.g., witnessing documents, taking telephone orders, transporting residents, physical and verbal abuse, restraints.
3. Describe legal/ethical implications of performing skills beyond range of personal competence and outside of job descriptions.
4. Discuss resident's rights, e.g., privacy, information, respect, confidentiality.
5. Describe own legal responsibilities when caring for others.
6. Demonstrate professional standards of behaviour.
7. Discuss personal standards of behaviour: ethical, social and aesthetic.
8. State action to take when requested to perform duties outside of legal parameters.
9. Discuss personal and role limitations.

SKILL: E.10 FOLLOW INSTRUCTIONS AND DIRECTIONS

OBJECTIVE: The learner will correctly follow instructions and directions.

CRITERIA:

1. Attends carefully to instructions or directions.
2. Takes appropriate action.
3. Seeks clarification when unsure.

LEARNING TASKS:

1. Demonstrate communication related to following verbal directions.
2. State ethical/legal aspects of following directions.
3. State usual sources of written directions, e.g., kardex, assignment sheet.

SKILL: E.11 USE COMMUNICATION DEVICES APPROPRIATELY

OBJECTIVE: Given communication devices commonly found in a facility, the learner will use and respond to telephone, intercom, call bells, etc.

CRITERIA:

1. Responds promptly to telephone, intercom and call bells.
2. Identifies self appropriately.
3. Records messages and refers calls accurately.
4. Avoids personal use of telephone.
4. Assists resident, as necessary, with the use of call bells.

LEARNING TASKS:

1. Describe the role of telephone and intercom in the facility.
2. Discuss appropriate name identification when answering telephone or intercom.
3. Discuss telephone etiquette.
4. Describe appropriate means of message taking and referral, e.g., notes, privacy.
5. Demonstrate proper handling of communication devices and telephone messages.
6. State use of emergency calls system.

SKILL: E.12 SEEK INFORMATION ABOUT RESIDENT BEFORE PROCEEDING WITH CARE

OBJECTIVE: The learner will gather appropriate information about the resident from usual information sources before proceeding with care.

CRITERIA:

1. Uses verbal information, kardex, chart and related written material to gain information pertinent to care.
2. Listens attentively in team conferences for resident information.
3. Obtains pertinent information from the resident prior to care.

LEARNING TASKS:

1. Discuss ethical/legal aspects of being well informed before giving care.
2. Describe sources of information, e.g., resident chart, kardex, team conference, co-workers.
3. Discuss safety as it relates to informed care.
4. Discuss care planning.
5. Discuss value of using care plans, e.g., consistency, safety, etc.
6. Demonstrate appropriate gathering of information before proceeding with care.

SKILL: E.13 AFFIRM RESIDENT'S CONSENT BEFORE CARRYING OUT CARE

OBJECTIVE: The learner will affirm the resident's verbal consent before carrying out interventions.

CRITERIA:

1. Explains proposed care correctly.
2. Enlists resident's cooperation and participation by positive means only.
3. Identifies correctly situations where the resident may be unable to give consent.
4. Accepts resident's right to refuse.

LEARNING TASKS:

1. Define consent.
2. Discuss ethical/legal aspects of consent affirmation.
3. Demonstrate positive means of affirming consent.
4. Discuss situations where consent may be impossible to attain, e.g., coma, confusion, aphasia, emotionally distressed.
5. Recall rights of resident (see D.12).

SKILL: E.14 GIVE PRIORITY TO THE WELFARE OF THE RESIDENT

OBJECTIVE: The learner will give priority to the welfare of the resident.

CRITERIA:

1. Includes resident, as able, in care planning and delivery.
2. Ensures comfort, cleanliness and safety of the resident consistently.
3. Provides highest standard of care possible within realities of the situation.
4. Identifies own personal and role limitations correctly.
5. Obtains assistance as needed.

LEARNING TASKS:

1. Discuss LTCA/resident relationship.
2. Describe ethical/legal aspects of resident care.
3. Recall resident's rights (see D.12).
4. Discuss range of acceptability of standards of care as it relates to own personal and professional standard of behaviour.
5. Describe how resident's welfare may be protected, e.g., resident inclusion in decision-making, safety checks on equipment and appliances.
6. Describe possible effects of how lack of self-discipline in aide's personal activities may affect job performance, e.g., tired and unfit for work, late for or missing conferences, inservice, discussing own personal problems at work, etc.
7. Discuss sources of assistance, e.g., library, procedure manual, instructor, supervisor, etc.
8. Discuss means of seeking assistance, e.g., informing supervisor if unable to complete duties.

SKILL: E.15 APPLY PROBLEM-SOLVING PROCESS

OBJECTIVE: The learner will plan, implement, evaluate and revise action, as necessary, when performing duties.

CRITERIA:

1. Identifies goal or problem.
2. Obtains pertinent information.
3. Selects plan of action.
4. Implements plan.
5. Evaluates plan effectiveness.
6. Makes revisions as required.

LEARNING TASKS:

1. Describe problem-solving process.
2. Define goal, long-term objective, short-term objective.
3. Identify appropriate sources of information, e.g., chart, kardex, resident, family, health care team members, etc.
4. Describe importance of involving the resident when applying the problem-solving process in resident care.
5. Identify areas requiring evaluation, e.g., results expected, resident response, goal achievement, plan completion, etc.
6. Describe team conference report and assignment conferences as related to the problem-solving process.
7. Discuss the problem-solving process as related to care plans.

SKILL: E.16 ORGANIZE PERSONAL ASSISTANCE ROUTINES WITH RESIDENT

OBJECTIVE: The learner will assist the resident, within limitations of his/her ability, to organize his/her personal assistance routines.

CRITERIA:

1. Identifies care needs correctly.
2. Respects resident's priorities and preferences.
3. Assists resident in planning personal assistance routines.
4. Considers limitations of resident, facility routines and schedules.

LEARNING TASKS:

1. Describe personal assistance routines common to the resident in a facility.
2. Describe human needs as related to need for independence.
3. Define priority as it relates to personal assistance needs.
4. Demonstrate means of showing respect to the resident (see D.12).
5. Demonstrate tactful means of organizing personal assistance routines with resident.
6. Describe factors which may alter care schedules, e.g., staff shortages, equipment needed, activities scheduled, facility policies, etc.

SKILL: E.17 ORGANIZE CARE FOR A GROUP OF RESIDENTS

OBJECTIVE: Needing occasional direction, the learner will organize and implement care in a systematic manner for a group of residents, adjusting plan to meet changing needs of the residents.

CRITERIA:

1. Identifies correctly the care required by each resident.
2. Determines priorities correctly.
3. Arranges work environment for safety and convenience.
4. Attends to all elements of care within assigned time period.
5. Modifies plan to meet changing needs of residents and/or situation.
6. Obtains assistance, as necessary.

LEARNING TASKS:

1. Discuss need for organization of care for a group of residents.
2. Recall means of determining priorities.
3. Recall procedures for arranging environment for safety and convenience of skill performance (see B.14).
4. Describe factors which alter priorities of giving care, e.g., condition of each resident, level of each resident's need, equipment needed, number of staff required, visitors, special occasions.
5. Discuss use of care plans in work organization.
6. Describe the problem-solving process as it relates to on-going assessment and evaluation of care organization.
7. Recall appropriate sources of assistance (see E.14).

SKILL: E.18 WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS

OBJECTIVE: The learner will work and share information as a team member in order to improve residence care and/or work performance.

CRITERIA:

1. Carries out own assignments responsibly.
2. Recognizes others' need for assistance.
3. Offers or responds to assistance willingly.
4. Share appropriate information.
5. Participates in care-planning and team conference activities.
6. Recognizes areas of competence and areas which require improvements.

LEARNING TASKS:

1. Describe health care team.
2. Identify roles and responsibilities of team members, e.g., R.N.s, L.P.N.s, activity workers, housekeeping workers, etc.
3. Discuss interrelationship between team members' roles and responsibilities within the health care team.
4. Discuss group dynamics related to cooperation.
5. Demonstrate techniques for cooperation and information sharing.
6. Discuss relationship between working cooperatively in lab/classroom settings, and role as a team member.
7. Describe situations in which assistance is commonly required.

E.18 CONT'D

SKILL: E.18 WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS (CONT'D)

8. Discuss situations when offering assistance is not appropriate, e.g., within LTCA personal and role capabilities, situations unsafe to health and safety of resident, lack of completion of own assignment, etc.
9. Discuss the purpose of a team conference.
10. Describe means of participating in team conference, e.g., regular attendance, active listening, contributions of ideas, etc.

SKILL: E.19 RECOGNIZE AND USE JOB-RELATED TERMINOLOGY AND ABBREVIATIONS

OBJECTIVE: When carrying out duties, the learner will understand and use acceptable medical terminology and abbreviations.

CRITERIA:

1. Uses acceptable medical terminology and abbreviations when reporting, recording and participating in care planning.
2. Follows written instructions accurately.

LEARNING TASKS:

1. Demonstrate use of commonly used abbreviations.
2. Demonstrate use of common medical terminology.
3. State role of abbreviation and terminology in record-keeping, e.g., clarity, conciseness, space and time-savers.
4. Discuss forms where medical terminology and abbreviations are used, e.g., chart, kardex, communication manuals, notice boards, etc.
5. Discuss effects of not understanding terminology and abbreviations, e.g., unsafe and inconsistent care.

SKILL: E.20 REPORT TO AND CONSULT WITH SUPERVISOR APPROPRIATELY

OBJECTIVE: When performing duties, the learner will report to and consult with the supervisor and/or instructors.

CRITERIA:

1. Identifies own limitations and need for assistance correctly.
2. Obtains guidance from supervisor as necessary.
3. Reports significant information to appropriate person, promptly and at appropriate place.
4. Communicates in a pleasant and accepting manner.

LEARNING TASKS:

1. State responsibilities and limitations of the long-term care aide.
2. Describe lines of communication.
3. Identify immediate supervisor.
4. Recall means of seeking guidance and assistance (see E.14).
5. Demonstrate process of reporting and consulting, e.g., appropriate time, place and manner.
6. Discuss legal responsibilities associated with record-keeping.
7. Demonstrate a positive manner when accepting criticism (see D.2).

SKILL: E.21 REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS

OBJECTIVE: While performing duties in the facility and needing occasional assistance, the learner will record and/or report relevant information appropriately.

CRITERIA:

1. Identifies observation for charting correctly.
2. Completes forms or reports as required.
3. Records information concisely, legibly and objectively in appropriate place.

LEARNING TASKS:

1. Define objective reporting.
2. Describe characteristics of appropriate information to be reported/recorded, e.g., factual, objective, concise, non-judgmental, relevant, etc.
3. Demonstrate use of common and approved abbreviations and terminology in recording (see E. 19).
4. Describe usual facility policy regarding completing forms or reports, e.g., incident, illness, nurse's notes, graphic records, kardex, bowel book, etc.
5. State usual facility policy regarding charting errors or omission.
6. Identify ethical/legal responsibilities involved in reporting and recording.
7. Discuss usual communication methods in the facility, e.g., reporting, recording.
8. State need for documenting (orally or in writing), observations and treatments.

E.21 CONT'D

SKILL: E.21 REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS (CONT'D)

9. Define the lines of communication of the health care team.
10. Discuss purpose for record-keeping, e.g., communication, evaluation, administration, legal documentation.
11. Identify factors which may interfere with accurate recordkeeping, e.g., lack of awareness, haste, misuse of terminology or abbreviations, poor writing and spelling, poor language use, etc.
12. Discuss possible effects of illegible handwriting, poor grammar.

SKILL: E.22 RESPECT RESIDENT'S PERSONAL BELONGINGS AND ENVIRONMENT

OBJECTIVE: The learner will respect the resident's personal belongings and environment.

CRITERIA:

1. Obtains permission to enter personal space, e.g., room, cupboards, etc.
2. Handles personal belongings with care.
3. Obtains consent from resident before re-arranging his/her environment or belongings.

LEARNING TASKS:

1. Demonstrate methods of confirming permission to enter private environment and handle personal belongings.
2. Discuss security and safety of personal belongings in a facility.
3. Discuss personal space as it relates to need for emotional security.
4. Discuss importance of resident's collaboration in area of personal space.
5. Discuss ethical/legal issues relating to personal belongings and environment.
6. Discuss role of personal belongings in meeting emotional and security needs of an individual.
7. Discuss need to report presence of objects which may be harmful to individual or others or which may not be permitted according to facility policy.

SKILL: E.23 MAINTAIN SECURITY (e.g., REPORTING STRANGERS, PROTECTING VALUABLES, etc.)

OBJECTIVE: While performing duties, the learner will maintain the security and safety of the resident.

CRITERIA:

1. Follows facility policies/procedures regarding care of belongings and valuables, reporting strangers.
2. Encourages resident and/or family to store valuables safely.
3. Recognizes and reports strangers in environment.
4. Consistently follows security precautions according to facility policy, e.g., entrance doors locked.
5. Checks resident and environment regularly.

LEARNING TASKS:

1. Define security.
2. Describe usual facility security policies.
3. Demonstrate use of security measures, e.g., locking appropriate entrances, sealing appropriate lockers or storage areas, checking out strangers, following procedures/policies for care of valuables, resident rounds, etc.
4. Discuss problems of maintaining security in facilities, e.g., forgetful resident, wandering and confused resident, lack of communication with families, etc.

SKILL: E.24 RECOGNIZE NEED FOR ONGOING DEVELOPMENT

OBJECTIVE: The learner will utilize opportunities to improve skills and knowledge in professionally related areas.

CRITERIA:

1. Recognizes own strengths and weaknesses.
2. Pursues learning experiences.
3. Reads current journals and articles.
4. Responds positively when areas requiring improvement are indicated.
5. Participates positively in performance evaluation.

LEARNING TASKS:

1. Demonstrate essential skills of a long-term care aide.
2. Demonstrate desirable attributes of a long-term care aide.
3. Discuss ethical/legal aspects of maintenance of skills and knowledge.
4. Demonstrate means of maintaining and improving skills and knowledge, e.g., requesting assistance in upgrading, regular practice, supervision for reinforcement, reading current journals and articles, attending inservice and continuing education programs.
5. Identify possible causes of skill performance deterioration, e.g., illness, extended absence, lack of responsibility, etc.
6. Describe difference between evaluation for administrative use and for self-growth.

COMPETENCY GROUP F

HANDLE EMERGENCY SITUATIONS

SKILLS:

F.1 Apply general first-aid procedures (e.g., rest, warmth, re-assurance, get medical help)

F.2 Attend to and report minor injuries

F.3 Assist a person who is choking

F.4 Assist a person who is vomiting

F.5 Assist a person who is convulsing

F.6 Control external bleeding

F.7 Assist the individual who is experiencing symptoms of common maladies, e.g., cold, flu, etc.

F.8 Cope with unanticipated occurrences, e.g., falls, wanderers, disappearances

F.9 Operate fire extinguishers

F.10 Summon appropriate assistance

F.11 Participate in fire drill including methods and techniques of evacuation

F.12 Obtain emergency equipment

SKILL: F.1 APPLY GENERAL FIRST-AID PROCEDURES (e.g., REST, WARMTH, RE-ASSURANCE, GET MEDICAL HELP)

OBJECTIVE: Given a simulated or actual emergency situation, the learner will promptly apply, as necessary, general first-aid measures.

CRITERIA:

1. Assesses resident condition: breathing, bleeding, pain, loss of function of bodily parts, anxiety.
2. Applies basic first-aid measures in order of priority.
3. Assists breathing.
4. Controls bleeding.
5. Provides re-assurance, rest and warmth.
6. Prevents further injuries.
7. Obtains appropriate help promptly.

LEARNING TASKS:

1. Demonstrate means of assessing accident victim, e.g., check for breathing, check for bleeding, pain, loss of function of bodily parts, anxiety, etc.
2. Demonstrate basic first-aid measures: assist breathing, control of bleeding, re-assurance, rest, warmth, summon medical help, prevention of further injuries.
3. Demonstrate basic first-aid measures in order of priority.
4. Identify situations where basic first-aid measures are applicable, e.g., falls, accidents, etc.
5. Identify sources of further assistance, e.g., supervisor, medical personnel, ambulance.
6. Describe possible effects of not seeking medical aid promptly, e.g., hemorrhage.

SKILL: F.2 ATTEND TO AND REPORT MINOR INJURIES

OBJECTIVE: Given a simulated or actual emergency situation, the learner will attend to minor injuries.

CRITERIA:

1. Assesses injury.
2. Applies hot or cold, as appropriate.
3. Applies pressure or bandage, as appropriate.
4. Immobilizes body or limb, as appropriate.
5. Obtains further aid, as necessary.

LEARNING TASKS:

1. Recall means of assessing injuries (see F.1).
2. Describe minor injuries, e.g., insect stings, bruises, bumps, cuts, etc.
3. Demonstrate care of minor injuries, e.g., cold or hot application, application of pressure, application of bandage, immobilization.
4. Identify appropriate referral personnel, e.g., personal physician, supervisor, etc.
5. Recall appropriate documentation and form completion (see E.19).

SKILL: F.3 ASSIST A PERSON WHO IS CHOKING

OBJECTIVE: Given a simulated or actual choking victim, the learner will give appropriate assistance to the victim.

CRITERIA:

1. Assesses resident condition: colour, anxiety.
2. Determines resident ability to speak.
3. Summons assistance, as necessary, according to facility policy.
4. Performs procedures to halt choking.
5. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Demonstrate means of assessing choker, e.g., colour, inability to speak, anxiety, etc.
2. Describe common causes of choking, e.g., excessive activity while eating, improper chewing, difficulty swallowing, etc.
3. Discuss body structure and function as it relates to choking.
4. Demonstrate procedure for assisting choker, according to facility policy.
5. Identify factors which may interfere with assistance of choker, e.g., individual panic, crowds of onlookers, etc.
6. Discuss further sources of assistance, e.g., medical help, special equipment, i.e., suction, oxygen.
7. Define cyanosis, aspiration.
8. Discuss respiratory arrest, airway obstruction.
9. Recall procedure for documenting significant observations (see E.19).

SKILL: F.4 **ASSIST A PERSON WHO IS VOMITING**

OBJECTIVE: Given a simulated or actual vomiting individual, the learner will provide for the safety, comfort and cleanliness of the individual.

CRITERIA:

1. Positions and supports individual to prevent aspiration.
2. Provides and periodically replaces emesis container.
3. Places cool cloth on forehead.
4. Encourages slow deep abdominal breathing.
5. Gives mouth care.
6. Obtains assistance, as necessary.
7. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Discuss body structure and function as it relates to vomiting.
2. Describe common causes of vomiting, e.g., food intolerance, influenza, gastritis, etc.
3. Describe safety measures as related to vomiting individual, e.g., prevent aspiration.
4. Demonstrate techniques for providing comfort to the vomiting individual, e.g., cool cloth on forehead, slow deep abdominal breathing, removal and disposal of emesis, privacy, fresh air, etc.
5. Demonstrate hygiene measures, e.g., washing, mouth care, etc.

F.4 CONT'D

SKILL: F.4 ASSIST A PERSON WHO IS VOMITING (CONT'D)

6. Discuss situations when further assistance may be required, e.g., aspiration, prolonged vomiting.
7. Discuss sources of further assistance: supervisor, special equipment.
8. Describe observations to be made on emesis, e.g., amount, colour, contents, etc.
9. Recall procedure for documenting significant observations (See E.19).

SKILL: F.5 **ASSIST A PERSON WHO IS CONVULSING**

OBJECTIVE: Given a simulated or actual individual who is convulsing, the learner will provide for the safety and comfort of the individual.

CRITERIA:

1. Recognizes signs of convulsion.
2. Ensures adequate space and privacy.
3. Removes nearby furniture.
4. Obtains assistance, as necessary.
5. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Discuss types and signs of seizures, e.g., petit mal, grand mal.
2. Demonstrate means of assisting individual who is convulsing, e.g., adequate space, privacy, protection from injury, removal of nearby furniture, etc.
3. Describe indications for further assistance, e.g., prolonged seizure, injury to the individual, etc.
4. Describe sources of further assistance, e.g., supervisor, medical personnel.
5. Describe procedure for documenting convulsions, e.g., seizure log.

SKILL: F.6 CONTROL EXTERNAL BLEEDING

OBJECTIVE: Given a simulated or actual bleeding victim, the learner will apply appropriate measures to control external bleeding.

CRITERIA:

1. Assesses bleeding site.
2. Applies direct pressure to site, as appropriate.
3. Elevates part, where possible.
4. Applies cold, as appropriate.
5. Applies bandage, as appropriate.
6. Obtains appropriate assistance.
7. Documents significant observations according to correct procedures.

LEARNING TASKS:

1. Recall means of assessing injuries (see F.1).
2. Discuss body structure and function as it relates to bleeding.
3. Demonstrate measures to control bleeding, e.g., application of direct pressure, elevation of part, application of cold, immobilization.
4. Describe means of immobilizing wounds, e.g., bandage, application of sling, splints, etc.
5. Describe factors which may interfere with ability to control bleeding, e.g., wound size, lack of individual's cooperation.
6. Discuss sources of further assistance, e.g., supervisor, medical personnel, ambulance, etc.
7. Discuss appropriate documentation and form completion.

SKILL: F.7 ASSIST THE INDIVIDUAL WHO IS EXPERIENCING SYMPTOMS OF COMMON MALADIES, e.g., COLD, FLU, etc.

OBJECTIVE: The learner will provide for the comfort of the individual experiencing symptoms of common maladies.

CRITERIA:

1. Provides rest, warmth, fluids and appropriate diet.
2. Positions appropriately.
3. Applies tepid sponges appropriately.
4. Correctly disposes of supplies, e.g., tissues.
5. Obtains further assistance as necessary.
6. Documents significant observations according to correct procedure.

LEARNING TASKS:

1. Demonstrate the use of common health remedies for common maladies, e.g., provision for rest, warmth, fluids, appropriate diet, appropriate positioning, tepid sponges.
2. Discuss signs and care implications of cold, flu.
3. Discuss use of over-the-counter drugs and remedies for common maladies.
4. Describe effects of common maladies on the elderly and very young.
5. Recall means of providing hygiene and physical comfort (see C.2, C.4 and C.18).
6. Recall means of providing emotional comfort (see G.5).
7. Recall procedures for disposing waste appropriately (see B.9).
8. Describe symptoms indicating need for further attention, e.g., prolonged cold or flu symptoms, presence of blood in emesis, sputum or stool, pain, dyspnea, etc.

SKILL: F.8 COPE WITH UNANTICIPATED OCCURRENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES

OBJECTIVE: While carrying out duties in the facility, the learner will appropriately handle unanticipated occurrences such as wandering residents, falls and accidents.

CRITERIA:

1. Recognizes significance of unanticipated occurrence, e.g., deaths, fires, power failure, mechanical failure, wandering resident.
2. Protects resident and self.
3. Maintains calm behaviour.
4. Obtains appropriate assistance.
5. Reports significant observations.

LEARNING TASKS:

1. Discuss possible unanticipated occurrences.
2. Demonstrate means of handling unanticipated occurrences.
3. Discuss legal/ethical concerns as related to wandering resident.
4. Describe evacuation routes and plans for unanticipated occurrences, e.g., fire escape plan.
5. Discuss means of protecting resident and self, e.g., removal from room, floor or building, staying with resident if wandering away, identi-card visible on wandering individual, etc.
6. Recall means of demonstrating calm behaviour (see D.5).
7. Describe possible effects of not remaining calm when dealing with unanticipated occurrences, e.g., resident panic, fear, wasted time, further injury, etc.

F.8 CONT'D

SKILL: F.8 COPE WITH UNANTICIPATED OCCURRENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES (CONT'D)

7. Identify appropriate assistance for unanticipated occurrences, e.g., police, supervisor, fire dept., B.C. Hydro, ambulance, etc.
8. Describe documentation necessary in the event of unanticipated occurrences.

SKILL: F.9 OPERATE FIRE EXTINGUISHERS

OBJECTIVE: The learner will correctly operate various types of fire extinguishers.

CRITERIA:

1. Selects appropriate type of fire extinguishers for type of fire.
2. Activates extinguisher appropriately.
3. Aims extinguishers nozzle as per instructions set forth with extinguishers.
4. Discharges extinguisher appropriately.

LEARNING TASKS:

1. Identify common types of fire extinguishers used for various types of fires, e.g., dry chemical CO_2, water, soda.
2. Identify classes of fire, A, B, C, D.
3. Demonstrate means of operating fire extinguishers.
4. Identify locations of fire extinguishers in the facility.

SKILL: F.10 SUMMON APPROPRIATE ASSISTANCE

OBJECTIVE: Given a real or simulated situation beyond personal or role limitations, the learner will summon appropriate assistance as necessary.

CRITERIA:

1. Recognizes individual's need for assistance.
2. Recognizes own need for assistance.
3. Responds to emergency situations promptly.
4. Sends co-worker, bystander or family member for assistance.
5. Uses telephone to request help, as appropriate.

LEARNING TASKS:

1. Discuss situations that may occur beyond learner's limitations or control, e.g., emergency situations, i.e., fire, injuries, disasters, unusual occurrences, etc.
2. Identify appropriate assistance for emergency situations.
3. Demonstrate means of summoning assistance in an emergency, e.g., activating call-bell in predetermined code, paging, telephone, sending co-worker, bystander, etc.

SKILL: F.11 PARTICIPATE IN FIRE DRILL INCLUDING METHODS AND TECHNIQUES OF EVACUATION

OBJECTIVE: Given a fire drill, the learner will practise fire drill techniques and evacuation methods.

CRITERIA:

1. Responds to fire announcement appropriately, whether real or drill.
2. Follows facility procedure for fire drill.
3. Evacuates residents as directed.
4. Ensures safety of residents.

LEARNING TASKS:

1. Describe common fire drill announcement, e.g., bell sounding, etc.
2. Describe location and purpose of fire manual in facilities.
3. Describe fire drill procedures, e.g., protection of resident, shutting windows and doors, ringing alarms, etc.
4. Describe evacuation techniques, e.g., lifts, carries, on bed, wheelchair, etc.
5. Discuss evacuation procedures, e.g., use of stairs, assembly points, etc.
6. Discuss need to reassure residents during a fire drill.

SKILL: F.12 OBTAIN EMERGENCY EQUIPMENT

OBJECTIVE: Given a real or simulated emergency situation and working as a team member, the learner will promptly obtain and assist in setting up emergency equipment when required.

CRITERIA:

1. Obtains emergency equipment as directed or on recognition of an emergency situation.
2. Sets-up equipment as directed.
3. Observes all safety precautions.

LEARNING TASKS:

1. Identify location of emergency equipment, e.g., oxygen, suction, airway, fire-fighting equipment, etc.
2. Describe situations where emergency equipment may be needed, e.g., cardiac arrest, choking, fire, etc.
3. Demonstrate means of assisting in setting up equipment for use, e.g., plug in suction, attach O_2 mask, etc.
4. State precautions to observe when oxygen in use, e.g., no smoking, no grease or oil, etc.

COMPETENCY GROUP G

PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS

SKILLS:

G.1 Describe each stage of growth and development

G.2 Describe basic human needs

G.3 Describe effects of stress on human behaviour

G.4 Describe family's role in growth and development

G.5 Demonstrate a helping response appropriate to individuals and families

G.6 Identify nature of government and voluntary health and social service systems in B.C.

G.7 Assist residents who have disabilities with A.D.L., e.g., blind, deaf

G.8 Encourage recreational and diversional activities

G.9 Create opportunities for resident to socialize with others

G.10 Respond to resident's request for religious activities

G.11 Observe, report and respond to changes in activity and behaviour patterns, pain and discomfort

G.12 Assist in meeting the needs of the dying person and his family

SKILL: G.1 DESCRIBE EACH STAGE OF GROWTH AND DEVELOPMENT

OBJECTIVE: At the level of the informed consumer, the learner will state in own words eight chronological stages of growth and development.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Define growth and development.
2. Identify eight chronological stages of growth and development.
3. Define developmental tasks.
4. Describe physical, emotional, psychological, and intellectual development of each stage.
5. Identify special needs of the older person.
6. Identify common limitations imposed by aging process.

SKILL: G.2 DESCRIBE BASIC HUMAN NEEDS

OBJECTIVE: At the level of the informed consumer, the learner will, using course manual as a guide, state in own words how the individual meets basic human needs.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Describe basic needs:

   - survival
   - protection
   - stimulation
   - love and belonging
   - esteem and achievement

2. Describe specific needs for each need level, e.g.:

   - survival, i.e. oxygen, food and fluids, elimination, rest and sleep, mobility.
   - protection, i.e., safety, cleanliness, freedom from pain, inflammatory response.
   - stimulation, i.e., activity, sex, sensory perception.
   - love and belonging, i.e., affection, closeness.
   - esteem and achievement, i.e., identity, recognition, accomplishment.

3. Describe the structure and function of the body as it relates to meeting basic needs, i.e.:

   - respiration, circulation, digestion, elimination, rest and sleep, mobility, temperature regulation, reproduction, pain response, anti-bodies.

4. Identify effects of age variation on meeting each basic need.

G.2 CONT'D

SKILL: G.2 DESCRIBE BASIC HUMAN NEEDS (CONT'D)

5. Discuss self-concept and personality as it relates to growth, development and meeting human needs.
6. Discuss role of spiritual beliefs or values as they relate to meeting human needs.
7. Discuss role of culture/ethnic beliefs as they relate to meeting human needs.

SKILL: G.3 DESCRIBE EFFECTS OF STRESS ON HUMAN BEHAVIOUR

OBJECTIVE: At the level of the informed consumer, using course manual as a guide, the learner will state in own words the effects of stress on human behaviour.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Define stress.
2. Describe ways in which stress affects each need level.
3. Describe positive effects of stress.
4. Describe negative effects of stress.
5. Discuss stresses the resident in a facility may be responding to, e.g., separation, loss, illness, effects of institutionalization, fear of dying, etc.
6. Identify common reactions to separation and loss.
7. Describe common characteristics of a secure and insecure individual.
8. Discuss stress and stress management techniques related to needs of the learner.

SKILL: G.4 DESCRIBE FAMILY'S ROLE IN GROWTH AND DEVELOPMENT

OBJECTIVE: At the level of the informed consumer and using course manual as a guide, the learner will state in own words the role of the family in growth and development.

CRITERIA: Each College determines the criteria for successful completion of written exams.

LEARNING TASKS:

1. Identify roles and function of the family and family members.
2. Describe family life-style patterns, i.e., structure, size, cultural patterns, trends.
3. Identify family relationships as they relate to development of members.
4. Identify common family life stages and developmental tasks of each stage.
5. Identify impact of family interaction patterns on the individual's self-esteem and socialization.
6. Discuss possible effect of institutionalization or disabling conditions of a family member on a family.

SKILL: G.5 DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES

OBJECTIVE: While performing work-related duties, the learner will respond in a helpful manner to the resident, his/her family and friends.

CRITERIA:

1. Indicates interest in resident, family and friends.
2. Maintains eye contact and appropriate facial expression.
3. Uses gestures and touch appropriately.
4. Maintains an open posture.
5. Listens, comforts, supports and responds appropriately.
6. Obtains assistance as required.

LEARNING TASKS:

1. Demonstrate means of providing opportunity for self-expression of the resident and others, e.g., indicating interest, attending skills, body language, patience.
2. Demonstrate attending skills, e.g., eye contact and facial expression, gestures, touch, posture, voice, use of space, etc.
3. Describe empathy as it relates to helpful responses.
4. Demonstrate appropriate use of touch with the resident and others, i.e., holding infants and children, touching individual to indicate concern (see D.15).
5. Demonstrate appropriate body language, i.e., gestures, posture, use of space.

G.5 CONT'D

SKILL: G.5 DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES (CONT'D)

6. State role limitations of the Long Term Care Aide.
7. Describe facility policy/procedures regarding seeking assistance.
8. Identify local community support systems and services for the family as necessary.
9. Discuss roles and responsibilities of other health care team members and local community support systems and services.
10. Recall means of maintaining a non-judgmental attitude (see D.5).
11. Describe possible effects on residents and others of a judgmental Long Term Care Aide.

SKILL: G.6 **IDENTIFY NATURE OF GOVERNMENT AND VOLUNTARY HEALTH AND SOCIAL SERVICE SYSTEMS IN B.C.**

OBJECTIVE: The learner will correctly identify the spectrum of health/human services available in B.C.

CRITERIA:

1. Identifies role and responsibilities of health/human services agencies in B.C. correctly.
2. Identifies role that health/human services play in resident care correctly.

LEARNING TASKS:

1. Identify roles and responsibilities of various agencies which provide health care needs, e.g., doctor's offices, hospitals, health units, public colleges.
2. Describe major long-term care services available.
3. Identify role and function of Ministry of Human Resources.
4. Identify role and function of Mental Health Services.
5. Describe agencies commonly available to meet social service needs, e.g., counselling services.
6. Identify relationships between a long-term care aide facility and M.H.R., Home Nursing Care Program, Mental Health, Long Term Care Program.
7. Discuss voluntary community resources available both in the community and in the facility.
8. Describe the role of the volunteer in the care of a resident.

SKILL: G.7 ASSIST RESIDENTS WHO HAVE DISABILITIES WITH A.D.L., e.g., BLIND, DEAF

OBJECTIVE: The learner will assist residents to perform activities of daily living, within the limitations of their abilities.

CRITERIA:

1. Correctly identifies situations where self-help by resident is possible.
2. Supports resident's efforts at self-help.
3. Plans A.D.L. assistance with resident.
4. Tactfully offers assistance, when required.

LEARNING TASKS:

1. Discuss growth and development as it relates to independence.
2. Recall means of organizing personal assistance routines with resident (see E.16).
3. Discuss common conditions of residents requiring assistance with A.D.L., e.g., blind, deaf, hearing impaired, C.V.A., arthritis, chronic brain syndrome, mental handicap, etc. (see C.1).
4. Demonstrate tactful ways of encouraging self-help.

SKILL: G.8 ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES

OBJECTIVE: While providing care as a team member, the learner will support and encourage the resident to participate in diversional and recreational activities within the limitations of his/her disability.

CRITERIA:

1. Identifies resident's need for recreation and diversion correctly.
2. Determines resident's capabilities regarding mobility, vision, hearing, mental alertness.
3. Consults resident history, asks resident and family regarding resident's preferred activities.
4. Assists resident to select appropriate activities.
5. Supports resident's participation.
6. Provides care in a cooperative manner.

LEARNING TASKS:

1. Discuss growth and development as it relates to recreation, diversion and need for socialization.
2. Define goals of recreation and diversional activities and programs.
3. Discuss means of determining capabilities of resident, e.g., mobility, vision, hearing, mental alertness.
4. Discuss means of determining preferences of resident, e.g., history, asking resident, asking family.
5. Demonstrate means of encouraging resident participation in activities, e.g., assist resident to be ready on time, introduce to other participants, assist resident to select appropriate activities.

G.8 CONT'D

SKILL: G.8 ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES (CONT'D)

6. Discuss types of activities available in various facilities, e.g., shopping, bowling, swimming, crafts, concert, bridge, group discussion.
7. Identify resource personnel for activation programs, e.g., activity worker, occupational therapists, volunteers.
8. Discuss facility policies as they relate to resident participation in recreational and diversional activities.
9. Discuss circumstances for accompanying individual on a planned outing.
10. Recall mans of performing as a team member (E.18).

SKILL: G.9 CREATE OPPORTUNITIES FOR RESIDENT TO SOCIALIZE WITH OTHERS

OBJECTIVE: While performing as a team member, the learner will provide opportunities for the resident to socialize, as desired, with others.

CRITERIA:

1. Recognizes desire of resident to socialize, by means of verbal requests and history.
2. Directs resident to appropriate setting and appropriate others.
3. Assists resident to attend activities in which desired participation is possible.
4. Provides care in a cooperative manner.

LEARNING TASKS:

1. Describe growth and development as it relates to need for socialization.
2. Demonstrate means of creating opportunities for socializing.
3. Describe means of assessing desire of resident to socialize, e.g., verbal requests, history.
4. Discuss means of socializing.
5. Define appropriate others.
6. Describe activities available in facilities which promote socialization of residents.
7. Describe signs of lack of socialization.
8. Recall means of performing as a team member (see E.18).

SKILL: G.10 RESPOND TO RESIDENT'S REQUEST FOR RELIGIOUS ACTIVITIES

OBJECTIVE: The learner will respect the resident's requests for religious activity.

CRITERIA:

1. Acknowledges resident's religious requests.
2. Takes appropriate action, e.g., provides privacy, assists resident to prepare for and attend religious services.
3. Maintains non-judgmental attitude.

LEARNING TASKS:

1. Identify common practices of local religious groups.
2. Describe circumstances in which religion may be significant, e.g., birth, death, illness, diet, daily routine, etc.
3. Discuss ethical issues related to religious requests.
4. Demonstrate appropriate responses to religious requests, e.g., provide privacy, when desired, assist individual to prepare for and attend religious services, use of volunteers.
5. Discuss religious activities available in facilities, e.g., religious services, visitations, etc.
6. Recall means of maintaining non-judgmental attitude (see D.5).

SKILL: G.11 OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT

OBJECTIVE:

1. The learner will observe and report changes in activity and behaviour patterns of the resident and will correctly recognize and report signs of pain and discomfort.
2. The learner will respond appropriately to pain and discomfort of the resident.

CRITERIA:

1. Recognizes correctly changes in activity and behaviour patterns.
2. Identifies correctly signs of pain and discomfort.
3. Determines location, type and amount of discomfort or pain.
4. Applies simple and direct comfort measures according to own role limitations:

   - immobilizes painful part
   - decreases activity
   - provides rest and support
   - applies heat or cold

5. Obtains further aid as necessary.
6. Follows procedures for reporting significant observations.

LEARNING TASKS:

1. State factors which may cause changes in activity and behaviour patterns, e.g., pain, discomfort, depression, fear, stress, fatigue, etc.
2. Describe common signs of pain or discomfort, e.g., change in activity and behaviour pattern, verbal complaints of resident, non-verbal expressions, i.e. wincing, guarding, perspiring, depression, etc.

G.11 CONT'D

SKILL: G.11 OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT (CONT'D)

3. Describe pain in terms of quality, location, type, duration, accompanying symptoms.

4. Define referred pain chronic pain
   analgesia acute pain
   pain tolerance

5. Identify factors which may interfere with accurate identification of pain and discomfort, e.g., cultural differences, attitude of resident, resident's reluctance, aphasia, confused resident, fear of hospitalization.

6. Discuss chronic pain and emotional pain as it relates to the elderly and handicapped.

7. Demonstrate simple and direct comfort measures to assist in relieving effects of pain, e.g., immobilize painful part, decrease activity, rest, support, attentive listening, application of heat or cold, etc.

8. State sources of further assistance.

9. Demonstrate appropriate documentation of pain (see E.19).

SKILL: G.12 ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY

OBJECTIVE: While performing as a team member, the learner will assist in attempts to comfort and support the dying person and his family within own personal and role limitations.

CRITERIA:

1. Provides comfort and hygiene measures.
2. Provides opportunities for resident and family to express feelings.
3. Listens attentively to resident and family.
4. Provides privacy as necessary.

LEARNING TASKS:

1. Describe the needs of the dying resident, e.g., comfort, cleanliness, safety, emotional support, etc.
2. Discuss means of providing a comfortable environment, e.g., room lighted and aired, familiar and significant objects in view.
3. Describe the emotional needs of the family of the dying resident, e.g., support, communication, etc.
4. Describe grief and the grieving process.
5. Describe stages the dying person may experience.
6. Describe the signs and care implications of approaching death, e.g., staring and fixed eyes, mottling of skin, changes in vital signs, Cheyne-Stokes respirations.
7. Demonstrate means of assisting to meet needs of dying resident and family, e.g., privacy, thoughtful care, time to listen.

G.12 CONT'D

SKILL: G.12 ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY (CONT'D)

8. Discuss role of religious beliefs in the care of the dying resident and his family.

9. Discuss legal/ethical aspects of care of the dying.

10. Describe the Hospice Movement.

BC
Ministry of Education
POST-SECONDARY DEPARTMENT

A GRADUATE OF THE PROVINCIAL LONG TERM CARE AIDE TRAINING PROGRAM

PROVIDE ASSISTANCE WITH MEALS AND NUTRITION	CONTRIBUTE TO A POSITIVE MEALTIME ENVIRONMENT	ASSIST RESIDENT WITH FOOD SELECTION	PREPARE RESIDENT FOR MEALS
ASSIST IN MAINTAINING A SAFE AND CLEAN ENVIRONMENT	PRACTISE MEDICAL ASEPSIS	ASSIST IN CLEANING AND MAINTENANCE ACTIVITIES EFFICIENTLY	PROMOTE VENTILATION, LIGHT, HUMIDITY AND WARMTH
	USE SAFETY DEVICES INCLUDING SIDE RAILS AND RESTRAINTS	ARRANGE OWN WORK ENVIRONMENT	ASSIST RESIDENT TO TIDY AND ARRANGE ENVIRONMENT FOR CONVENIENCE AND SAFETY
PROVIDE ASSISTANCE IN ACTIVITIES OF DAILY LIVING	DESCRIBE COMMON PROBLEMS IN CHILDREN AND ADULTS LEADING TO A NEED FOR ASSISTANCE WITH A.D.L.	ASSIST RESIDENT WITH PERSONAL GROOMING, e.g., HAIR, SHAVING, DRESSING	ASSIST RESIDENT WITH ORAL HYGIENE, INCLUDING DENTURES
	PROVIDE ASSISTANCE IN POSITIONING RESIDENT IN BED OR CHAIR	ASSIST RESIDENT TO WALK, SIT OR STAND	ASSIST WITH THE USE OF WALKING DEVICES AND WHEELCHAIRS

PROVINCIAL LONG TERM CARE AIDE TRAINING PROGRAM

SKILL PROFILE CHART

WILL BE ABLE TO PROMOTE RESIDENT INDEPENDENCE WHILE DEMONSTRATING THE FOLLOWING SKILLS:

ASSIST WITH MEAL SERVICE	HELP RESIDENT TO EAT	ENCOURAGE APPROPRIATE FLUID INTAKE AND NUTRITION	SERVE NOURISHMENTS AND PRESCRIBED FOOD SUPPLEMENTS	ASSIST IN MAINTAINING DIETARY OR FLUID RESTRICTIONS
MAKE AND STRAIGHTEN BEDS	ASSIST RESIDENT IN CARING LAUNDERING, IRONING AND MENDING OF PERSONAL GARMENTS	USE COMMON CLEANING APPLIANCES AND SUPPLIES	CONSERVE SUPPLIES	USE AND STORE CLEANING AGENTS, INFLAMMABLES, POISONS AND PESTICIDES, etc., SAFELY
CLEAN FLOORS	CLEAN BATHROOMS	CONTROL OR MINIMIZE NOISE AND ODOURS		
ASSIST RESIDENT TO BATHE, e.g., TUB, SHOWER	GIVE COMPLETE BED BATH	ASSIST WITH BATHS REQUIRING SPECIAL EQUIPMENT, e.g., SPECIAL TUBS	PROVIDE PERINEAL AND CATHETER CARE FOR CLEANLINESS	PROVIDE CARE TO MAINTAIN HEALTHY SKIN
USE MECHANICAL PATIENT LIFTS	TRANSPORT RESIDENT BY WHEELCHAIR OR STRETCHER	USE NATURAL AIDS TO PROMOTE COMFORT, RELAXATION AND SLEEP, INCLUDING BACK-RUBS	ASSIST RESIDENT WHO IS RESPONSIBLE FOR OWN PROSTHESIS	ASSIST RESIDENT WITH TOILETTING e.g., BEDPANS, URINALS, COMMODES

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Post-Secondary Department
Ministry of Education
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OBSERVE AND RECORD/REPORT FOOD INTAKE	ASSIST WITH MEAL CLEAN-UP	DEMONSTRATE PROPER FOOD HANDLING AND STORAGE PROCEDURES	ASSIST THE COOK
DISPOSE OF GARBAGE AND REFUSE	TAKE APPROPRIATE PRECAUTIONS TO PREVENT FIRE AND ACCIDENTS	IDENTIFY AND REPORT HAZARDS TO HEALTH AND SAFETY, INCLUDING FAULTY EQUIPMENT	IDENTIFY SPECIAL HAZARDS FOR THE PHYSICALLY DISABLED AND THE CONFUSED AND DISORIENTED PERSONS
ASSIST WITH CARE OF FEET AND NAILS	USE BED ACCESSORIES AND OTHER EQUIPMENT FOR COMFORT	ENCOURAGE FUNCTIONAL MOVEMENTS FOR A.D.L.	USE CORRECT LIFTING AND TRANSFER TECHNIQUES
PARTICIPATE IN BOWEL AND BLADDER RE-TRAINING PROGRAMS	TEST URINE FOR DIABETICS	INSERT RECTAL SUPPOSITORIES	GIVE ENEMAS

	ASSIST IN THE COLLECTION OF URINE AND STOOL SPECIMENS	MEASURE AND RECORD INTAKE AND OUTPUT	MEASURE AND RECORD HEIGHT AND WEIGHT
COMMUNICATE WITH RESIDENT AND OTHERS	INTRODUCE SELF AND EXPLAIN ROLE	OBSERVE COMMON COURTESIES	SPEAK IN A MANNER TO BE READILY UNDERSTOOD (e.g., VOCABULARY, DICTION, VOLUME)
	RECOGNIZE AND RESPOND APPROPRIATELY TO RESIDENT'S SEXUAL IDENTITY	ADAPT COMMUNICATION FOR RESIDENTS WITH SPECIAL NEEDS (e.g., VISION, HEARING, etc.)	USE TOUCH TO COMMUNICATE CARE AND CONCERN
WORK RESPONSIBLY	MAINTAIN OWN PHYSICAL AND MENTAL HEALTH AND HYGIENE PRACTICES	MAINTAIN APPROPRIATE GROOMING AND APPEARANCE	PRACTISE BODY MECHANICS
	AFFIRM RESIDENT'S CONSENT BEFORE CARRYING OUT CARE	GIVE PRIORITY TO THE WELFARE OF THE RESIDENT	APPLY PROBLEM SOLVING PROCESS
HANDLE EMERGENCY SITUATIONS	APPLY GENERAL FIRST AID PROCEDURES (e.g., REST, WARMTH, RE-ASSURANCE, GET MEDICAL HELP)	ATTEND TO AND REPORT MINOR INJURIES	ASSIST A PERSON WHO IS CHOKING
PROMOTE ACTIVITY AND POSITIVE MENTAL HEALTH AND HELP MEET HUMAN NEEDS	DESCRIBE EACH STAGE OF GROWTH AND DEVELOPMENT	DESCRIBE BASIC HUMAN NEEDS	DESCRIBE EFFECTS OF STRESS ON HUMAN BEHAVIOUR

TAKE AND RECORD TEMPERATURES: ORAL, RECTAL AND AXILLA	TAKE AND RECORD PULSE RATE	TAKE AND RECORD RESPIRATIONS	CARE FOR THE DECEASED RESIDENT AND HIS ENVIRONMENT	
USE WRITING SKILLS AS NECESSARY	LISTEN TO AND RESPECT RESIDENT'S WISHES AND CONCERNS	CONVERSE WITH RESIDENT(S) AND OTHERS IN A FRIENDLY, APPROPRIATE MANNER	RESPOND APPROPRIATELY TO PERSONAL REQUESTS	MAKE SUGGESTIONS TACTFULLY
ASSIST WITH ATTEMPTS TO DEAL WITH RESIDENT DISORIENTATION	RESPECT RIGHTS, NEEDS AND INTERESTS OF THE FAMILY	BECOME ACQUAINTED WITH FAMILY MEMBERS	ENCOURAGE FAMILY PARTICIPATION IN ACTIVITIES AND CARE	ACCOMMODATE VISITORS IN RESIDENT'S ENVIRONMENT
PERFORM DUTIES WITH REGARD TO PERSONAL HEALTH AND SAFETY	FOLLOW POLICIES AND PROCEDURES ACCURATELY	DEMONSTRATE PUNCTUALITY, DEPENDABILITY AND INTEGRITY	MAINTAIN CONFIDENTIALITY	REPORT QUESTIONABLE PRACTICES
ORGANIZE PERSONAL ASSISTANCE ROUTINES WITH RESIDENT	ORGANIZE CARE FOR A GROUP OF RESIDENTS	WORK COOPERATIVELY AND SHARE INFORMATION WITH TEAM MEMBERS	RECOGNIZE AND USE JOB-RELATED TERMINOLOGY AND ABBREVIATIONS	REPORT TO AND CONSULT WITH SUPERVISOR APPROPRIATELY
ASSIST A PERSON WHO IS VOMITING	ASSIST A PERSON WHO IS CONVULSING	CONTROL EXTERNAL BLEEDING	ASSIST THE INDIVIDUAL WHO IS EXPERIENCING SYMPTOMS OF COMMON MALADIES, e.g., COLD, FLU, etc.	COPE WITH UNANTICIPATED OCCURENCES, e.g., FALLS, WANDERERS, DISAPPEARANCES
DESCRIBE FAMILY'S ROLE IN GROWTH AND DEVELOPMENT	DEMONSTRATE A HELPING RESPONSE APPROPRIATE TO INDIVIDUALS AND FAMILIES	IDENTIFY NATURE OF GOVERNMENT AND VOLUNTARY HEALTH AND SOCIAL SERVICE SYSTEMS IN B.C.	ASSIST RESIDENTS WHO HAVE DISABILITIES WITH A.D.L., e.g., BLIND, DEAF	ENCOURAGE RECREATIONAL AND DIVERSIONAL ACTIVITIES

SUPPORT RESIDENT'S ACHIEVEMENTS, STRENGTHS AND INDEPENDENCE	INVOLVE RESIDENT IN DECISION-MAKING, PLANNING AND ACTIVITIES	RESPOND IN HELPFUL WAYS IN EMOTIONAL SITUATIONS INCLUDING DISRUPTIVE BEHAVIOUR	RESPECT RIGHTS AND DIGNITY OF RESIDENT
DEMONSTRATE JOB-FINDING SKILLS			
OBSERVE ETHICAL AND LEGAL RESPONSIBILITIES	FOLLOW INSTRUCTIONS AND DIRECTIONS	USE COMMUNICATION DEVICES APPROPRIATELY	SEEK INFORMATION ABOUT RESIDENT BEFORE PROCEEDING WITH CARE
REPORT/RECORD RELEVANT ACTIONS AND OBSERVATIONS	RESPECT RESIDENT'S PERSONAL BELONGINGS AND ENVIRONMENT	MAINTAIN SECURITY (e.g., REPORTING STRANGERS, PROTECTING VALUABLES, etc.)	RECOGNIZING NEED FOR ONGOING DEVELOPMENT
OPERATE FIRE EXTINGUISHERS	SUMMON APPROPRIATE ASSISTANCE	PARTICIPATE IN FIRE DRILL INCLUDING METHODS AND TECHNIQUES OF EVACUATION	OBTAIN EMERGENCY EQUIPMENT
CREATE OPPORTUNITIES FOR RESIDENT TO SOCIALIZE WITH OTHERS	RESPOND TO RESIDENT'S REQUEST FOR RELIGIOUS ACTIVITIES	OBSERVE, REPORT AND RESPOND TO CHANGES IN ACTIVITY AND BEHAVIOUR PATTERNS, PAIN AND DISCOMFORT	ASSIST IN MEETING THE NEEDS OF THE DYING PERSON AND HIS FAMILY

PROVINCIAL LONG TERM CARE AIDE TRAINING PROGRAM

Role of the Long-Term Care Aide:

A trained L.T.C. Aide helps residents in care facilities maintain their maximum independence by providing personal assistance which will vary from minimal help to total care.
The L.T.C. Aide should appreciate the importance of this helping role and exhibit pride and dignity in working with residents and with other members of the health care team.

Goal of Long-Term Care Aide Training:

The goal of the L.T.C. Aide Program is to prepare a graduate who will be competent and confident in performing specified skills* and who will have a background knowledge at the level of an "informed consumer."
The background knowledge necessary to care for long-term care residents and perform the designated skills will include:

- individual and family growth and development patterns and expectations for all age groups with special emphasis on the elderly
- basic needs
- human body structure and function
- an introduction to the health and social service systems, to relevant government and voluntary agencies, and to workers/professionals
- an introduction to health problems commonly encountered by the L.T.C. Aide

The care facilities in which the L.T.C. Aide graduate will be prepared to work on initial employment may include those with:

- residents who are adults and especially the elderly
- residents requiring varying levels of care - personal, intermediate and extended care, and whose health status may be slowly deteriorating, stable, or improving
- supervision on site

A graduate of this program, while having basic skills, will require experience and possibly specialized training to competently function in facilities where residents have special needs, such as the mentally retarded, the mentally ill or the acutely ill.

*The Long Term Care Aide Skills are specified on a Skill Profile Chart. These skills were discussed and revised with representatives of Community Care Facilities and Associations, and representatives of the Long-Term Care Program during regional meetings held in August 1980.

READING THE SKILL PROFILE CHART

A skill profile chart (often referred to as a DACUM Chart), is a graphic representation of the essential skills expected of a student graduating from a specific career, vocational or technical program.

Broad areas of employee responsibility are shown in the boxes on the left of the chart. These are called "general areas of competence." The tasks or skills related to each are sequenced along the horizontal track to the right of the general area of competence.

FOR FURTHER INFORMATION

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